



ENGAGE. CHALLENGE. INSPIRE.

# **ORANGE COUNTY SCHOOLS**

## **2023-2024 HIGH SCHOOL CURRICULUM**

### **&**

## **COURSE REGISTRATION GUIDE**

*Preparing for Your Future*

#### **Contact Information**

##### **Cedar Ridge High School**

**<http://www.orangecountyfirst.com/crhs/content/we-are-cedar-ridge>**

##### **Orange High School**

**<http://www.orangecountyfirst.com/ohs>**

##### **Partnership Academy**

**<http://www.orangecountyfirst.com/pa>**

**Last Updated February 2023 v.1**

# Orange County Schools

## ~Vision~

*Preparing every learner for lifelong service and success*

## ~Mission~

*Educating students in a safe, inclusive environment where we engage, challenge, and inspire them to reach their maximum potential.*

## ~Strategic Plan Goals~

1. Teaching Tomorrow's Leaders
2. Excellence and Efficiency
3. Exemplary Staff
4. Empowering Culture

## Orange County Schools Board of Education

The Orange County School System is fortunate to have a Board of Education which provides strong leadership and is committed to the educational excellence of our students. The Board of Education has control and supervision of all matters pertaining to the school district. Furthermore, the Board provides leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success.

**Board Members:** Carrie Doyle, Board Chair, Brenda Stephens, Vice Chair, Will Atherton, Bonnie Hauser, Hillary MacKenzie, Jennifer Moore, Sarah Smylie

## Other Useful Resources

- [Orange County Schools Calendars](#)
  - (<http://www.orangecountyfirst.com/content/calendars>)
- Orange County Schools High School Websites
  - [Cedar Ridge High School Student Services Department](#)
  - [Cedar Ridge High School Career Center Website](#)
  - [Orange High School Student Services Department](#)
  - [Orange High School Career Center Website](#)
  - [Partnership Academy Student Services Department](#)
- [NC Department of Instruction High School Website](#)
  - [Guardian/Student Powerschool Portal](#)

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## FOUR YEAR PLANNING GUIDE FOR HIGH SCHOOL STUDENTS

Please use this worksheet to plan the years remaining in your high school career. Take into consideration all of the available programs found within this registration guide (Career & Technical Education, Career and College Promise, Advanced Placement, International Baccalaureate, etc.). Setting goals and making plans to meet those goals is an important step in the planning process, so we encourage you to take the time to begin with the “end in mind” and plan accordingly.

**Student Name:** \_\_\_\_\_

**Career Pathway:** \_\_\_\_\_

**Career Goal:** \_\_\_\_\_

GRADE 9	GRADE 10
GRADE 11	GRADE 12

## A MESSAGE FROM COUNSELORS

The basis for a successful year in high school is careful course selection. The best selections are made when the student and parents/guardians have complete and accurate information from which to make choices and decisions. This registration guide provides information about high school graduation requirements, university and community college admissions requirements, high school course descriptions, special academic programs available to students, and more. With careful attention to the information presented here, a student can make a tentative four-year plan for high school that ensures readiness for continued education and employment options available upon graduation.

Students and families can gain additional insight into high school planning by attending special presentations offered by middle and high schools. These programs are presented throughout the school year and particularly during the course registration period in the early spring.

Both Orange and Cedar Ridge High Schools offer resources at their Career Centers. These centers are great resources for planning the best course selection based on a student's overall ability, aptitude, interest, and work values. Career Development Coordinators assist students with completing interest inventories, writing resumes, preparing for interviews, learning about careers, and exploring post-secondary opportunities. In addition, the center offers job shadowing, internships, apprenticeship resources, and military information. The Career Development Center can help students identify career options that are right for them based on their areas of interest.

High School counselors and career development coordinators are happy to meet with students and families to help with course selection and post-high school planning. For additional information or to make an appointment with a high school counselor, please call 919.245.4000 ext. 21025 (CRHS), 919.732.6133 ext. 20025 (OHS), or 919.245.4030 (PA).

## TIPS FOR SELECTING COURSES

This Orange County Schools High School Curriculum and Registration Guide contains helpful information for course registration. Please read through it carefully, and reach out to your school counselor when you have questions. Students, be sure to discuss your course selections with your families and your current teachers. Focus on your graduation requirements, course requirements, career goals, and interests. More information and explanations of procedures and programs at each high school will be shared with students as they make course requests during registration events in the early spring.

Please note:

- Plan to select eight courses plus alternates.
- Please use the glossary to understand the terms about which you have questions.
- Pay attention to prerequisites, and recommendations, before you select your courses.
- Elective courses are offered subject to student demand and teacher availability.

## ONLINE REGISTRATION

Students at the high school level (OHS and CRHS) register for courses online through PowerSchool accounts. High school students can use CFNC (College Foundation of North Carolina) to determine a four-year plan for high school and research possible colleges, community colleges, and careers associated with their plan. Based on their four-year plan, students register for courses and review their selections with their guardians. Students will be given the time and resources at school to register online.

## GRADUATION REQUIREMENTS

The Orange County Schools Board of Education encourages a rigorous standard for student graduation. In this section, students will find pertinent information from the Orange County Board of Education Policy. (Policy #3460 can be found at: [Policy 3460](#))

# FUTURE-READY CORE CURRICULUM GRADUATION REQUIREMENTS

## Ninth Grade Classes of 2012/13 (28 credits required)

The second column in the table below shows the units required for graduation under the Future-Ready Core for students entering ninth grade for the first time in 2012-2013. Students will also be required to take three End-of-Course (EOC) assessments (Math I, Math III, Biology, and English II). The checklist on page 16 might also be helpful to you. For some students identified as Exceptional Children, the Occupational Course of Study (OCS) will remain an option. These students should have the Occupational Course of Study identified in their Individualized Education Program.

## Understanding State and Local Graduation Requirements

- The Occupational Course of Study is available for those students with disabilities who are specifically identified for this program.
- Exemptions to the mathematics requirement for a particular student requires a recommendation and/or request from the guardian or school personnel. In this rare instance, the school will initiate the review process. A school-based committee will review and consider the request before making a recommendation to the principal. The final decision will be made by the principal. (Refer to OCS Board of Education [Policy #3460](#)).

## State and Local Graduation Requirements

	<b>FUTURE-READY Course of Study:</b> For students entering Grade 9 between 2014-15 and 2019-20	<b>OCCUPATIONAL Course of Study:</b> For students entering Grade 9 between 2014-15 to 2017-18 and 2017-18 to 2019-20.
<b>English</b>	4 Credits English I, English II, English III, and English IV	4 Credits English I, II, III, and IV
<b>Mathematics</b>	4 Credits Math I, Math II, Math III, and a 4th Math Course to be aligned with the student's post-high school plans	3 Credits 1. Intro to Math I 2. Math I 3. Financial Management
<b>Science</b>	3 Credits 1. A physical science course 2. Biology 3. An earth/environmental science course	2 Credits 1. Applied Science 2. Biology
<b>Social Studies</b>	4 Credits 1. American History: Founding Principles, Civics & Economics 2. World History 3. 2 American history courses which shall be either: a. American History I and American History II b. American History I or II and another social studies course c. American History and 1 other social studies course	2 Credits (enters 9th grade between 2017-2018 and 2019-2020) 1. American History: Founding Principles, Civics, and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy 2. American History I or American History II or American History  2 Credits (enters 9th gr between 2014-2015 and 2016-2017) 1. American History I 2. American History II
<b>World Language</b>	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required

<b>Health &amp; Physical Education</b>	1 Credit Health/Physical Education Successful completion of CPR instruction is a graduation requirement and is incorporated into the mandatory health/physical education course	1 Credit Health/Physical Education Successful completion of CPR instruction is a graduation requirement and is incorporated into the mandatory health/physical education course
<b>State requirements</b>	6 Credits <ul style="list-style-type: none"> <li>2 elective credits of any combination from either: Career and Technical Education (CTE) Arts Education World Languages</li> <li>4 elective credits strongly recommended (four-course concentration) from one of the following: Arts Education (e.g. dance, music, theater arts, visual arts) Any other subject area (e.g., math, science, social studies, English, and dual enrollment courses)</li> </ul>	4 CTE elective credits 6 Occupational Preparation Credits Occupational Preparation I, II, III, IV The work hours shall include: <ul style="list-style-type: none"> <li>150 hours of school-based training with work activities and experiences that align with student's post-school goals,</li> <li>225 hours of community-based training,</li> <li>225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community service hours</li> </ul> Total work hours: 600  A career portfolio Completion of the student's IEP objectives
<b>Local requirements</b>	6 Credits Determined by student choice <i>*Note: Due to Perkins V course pathway changes, CTE no longer has four-course clusters. Most CTE course clusters are two courses. A few CTE course clusters are three courses.</i>	6 Credits Determined by student choice
<b>TOTAL</b>	<b>28 CREDITS REQUIRED</b>	<b>28 CREDITS REQUIRED</b>

	<b>FUTURE-READY Course of Study:</b> For students entering Grade 9 in 2020-21	<b>OCCUPATIONAL Course of Study:</b> For students entering Grade 9 in 2020-21
<b>English</b>	4 Credits English I, English II, English III and English IV	4 Credits English I, English II, English III, and English IV
<b>Mathematics</b>	4 Credits Math I, Math II, Math III and a 4th Math Course to be aligned with the student's post high school plans	3 Credits <ol style="list-style-type: none"> <li>Intro to Math I</li> <li>Math I</li> <li>Financial Management</li> </ol>
<b>Science</b>	3 Credits <ol style="list-style-type: none"> <li>A physical science course</li> <li>Biology</li> <li>An earth/environmental science course</li> </ol>	2 Credits <ol style="list-style-type: none"> <li>Applied Science</li> <li>Biology</li> </ol>
<b>Social Studies</b>	4 Credits <ol style="list-style-type: none"> <li>American History: Founding Principles, Civics &amp; Economics or Founding Principles of the USA and NC: Civic Literacy</li> <li>World History</li> <li>American History I or American History II or American History</li> <li>Economics and Personal Finance</li> </ol>	2 Credits <ol style="list-style-type: none"> <li>Founding Principles, Civics, and Economics <b>or</b> Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>Economics and Personal Finance</li> </ol>
<b>World Language</b>	Not required for high school graduation. A <b>two-credit</b> minimum in the same world language is required for admission to a university in the UNC system.	Not required



<b>Health &amp; Physical Education</b>	1 Credit: Health/Physical Education Successful completion of CPR instruction is a graduation requirement and is incorporated into the mandatory health/PE course	1 Credit: Health/Physical Education Successful completion of CPR instruction is a graduation requirement and is incorporated into the mandatory health/PE course
<b>State requirements</b>	6 Credits <ul style="list-style-type: none"> <li>2 elective credits of any combination from either: Career and Technical Education (CTE) Arts Education World Languages</li> <li>4 elective credits strongly recommended (four-course concentration) from one of the following: Arts Education (e.g. dance, music, theater arts, visual arts) Any other subject area (e.g., math, science, social studies, English, and dual enrollment courses)</li> </ul>	4 CTE elective credits  6 Occupational Preparation Credits Occupational Preparation I, II, III, IV The work hours shall include: <ul style="list-style-type: none"> <li>150 hours of school-based training with work activities and experiences that align with student's post-school goals</li> <li>225 hours of community-based training</li> <li>225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community service hours</li> </ul> Total Hours: 600 A career portfolio Completion of the student's IEP objectives
<b>Local requirements</b>	6 Credits Determined by Student Choice <i>*Note: Due to Perkins V course pathway changes, CTE no longer has four-course clusters. Most CTE course clusters are two courses. A few CTE course clusters are three courses.</i>	6 Credits Determined by Student Choice
<b>TOTAL</b>	<b>28 CREDITS REQUIRED</b>	<b>28 CREDITS REQUIRED</b>

	<b>FUTURE-READY Course of Study:</b> For students entering Grade 9 in 2021-2022	<b>Occupational Course of Study:</b> For students entering Grade 9 in 2021-2022
<b>English</b>	4 Credits English I, English II, English III and English IV	4 Credits English I, II, III, and IV
<b>Mathematics</b>	4 Credits Math I, Math II, Math III and a 4th Math Course to be aligned with the student's post high school plans	4 Credits <ol style="list-style-type: none"> <li>Intro to Math I</li> <li>NC Math I</li> <li>Financial Management</li> <li>Employment Preparation IV: Math (to include 150 work hours)</li> </ol>
<b>Science</b>	3 Credits <ol style="list-style-type: none"> <li>A physical science course</li> <li>Biology</li> <li>An earth/environmental science course</li> </ol>	3 Credits <ol style="list-style-type: none"> <li>Applied Science</li> <li>Biology</li> <li>Employment Preparation I: Science (to include 150 work hours)</li> </ol>
<b>Social Studies</b>	4 Credits <ol style="list-style-type: none"> <li>Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>Economics and Personal Finance</li> <li>World History</li> <li>American History</li> </ol>	4 Credits <ol style="list-style-type: none"> <li>Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>Economics and Personal Finance</li> <li>Employment Preparation II: Citizenship 1A (to include 75 work hours)</li> <li>Employment Preparation II: Citizenship 1B (to include 75 work hours)</li> </ol>

<b>World Language</b>	Not required for high school graduation. A <b>two-credit</b> minimum in the same world language is required for admission to a university in the UNC system.	Not required
<b>Health &amp; Physical Education</b>	1 Credit: Health/Physical Education Successful completion of CPR instruction is a graduation requirement and is incorporated into the mandatory health/PE course	1 Credit: Health/Physical Education Successful completion of CPR instruction is a graduation requirement and is incorporated into the mandatory health/PE course
<b>State requirements</b>	6 Credits <ul style="list-style-type: none"> <li>2 elective credits of any combination from either: Career and Technical Education (CTE) Arts Education World Languages</li> <li>4 elective credits strongly recommended (four-course concentration) from one of the following: Arts Education (e.g. dance, music, theater arts, visual arts) Any other subject area (e.g., math, science, social studies, English, and dual enrollment courses)</li> </ul>	4 CTE elective credits  Employment Preparation III: Citizenship IIA and IIB (to include 150 work hours)  The work hours shall include: <ul style="list-style-type: none"> <li>150 hours of school-based training with work activities and experiences that align with student's post-school goals,</li> <li>225 hours of community-based training</li> <li>225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community service hours.)</li> </ul> Total Hours: 600  A career portfolio Completion of the student's IEP objectives
<b>Local requirements</b>	6 Credits Determined by Student Choice <i>*Note: Due to Perkins V course pathway changes, CTE no longer has four-course clusters. Most CTE course clusters are two courses. A few CTE course clusters are three courses.</i>	6 Credits Determined by Student Choice
<b>TOTAL</b>	<b>28 CREDITS REQUIRED</b>	<b>28 CREDITS REQUIRED</b>

## CREDIT BY DEMONSTRATED MASTERY (CDM)

Credit by Demonstrated Mastery (CDM) is a State Board of Education policy (GCS-M-001.13) that was passed in October 2013. CDM offers students in grades 6-12 the opportunity to personalize and accelerate their learning by earning credit for a high school course through demonstrating mastery of course content, without being required to complete classroom instruction for a certain amount of seat time.

Students who wish to pursue CDM will need to show mastery of the content by completing two phases. In phase I, students must complete an exam of course content. In phase II, students must create a product/ performance that exhibits a deeper understanding and application of course content.

### Course Eligibility & Prerequisites

Students may earn CDM for all high school courses in grades 9-12 and high school courses offered in grades 6-8. The following courses are excluded from CDM:

- Career and Technical Education (CTE) work-based learning courses (internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as Early Childhood Education I & II, and Nursing Fundamentals
- CTE Advanced Studies courses or any course without state technical standards
- English as a Second Language courses
- Healthful Living required courses
- AP/IB courses

For courses offered in a predetermined sequence, a student may only attempt to earn CDM for the next course in the sequence. For example, if a student has taken Math I and would like to attempt CDM for Math III, the student would need to first successfully earn credit for Math II, either through CDM or traditional enrollment in the course.

For more information on CDM, go to our website page.

## REPEATING A COURSE FOR CREDIT

### Repeating a Previously Failed Course

As provided in the Orange County Board of Education policy 3420 for Student Promotion and Accountability “Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion.”

### Repeating a Course for which Credit was Earned (Grade Replacement)

The Board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the Superintendent:

- A. The student must have earned a letter grade of C or lower in the course on the first attempt;
- B. The student must make a written request to repeat the course;
- C. The principal or designee must approve the request;
- D. There must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- E. The course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- F. Upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- G. Credit towards graduation for the same course will be given only once;
- H. A course may be repeated only one time; and
- I. Students may repeat a maximum of four previously passed courses during their high school careers.

## ACCELERATION

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options.

For more information on Student Promotion and Accountability, please see [Orange County School Board Policy 3420](#).

## SPECIAL CIRCUMSTANCES

The board adopts the following policies to address special circumstances regarding graduation:

### 1. Honors Graduates

- Honor graduates may be designated by the principals based on criteria established by the superintendent.
- Recognition of honor graduates shall be included in the graduation programs.
- Orange County Schools New Class Rank [Policy Board Policy 3450](#).

**2. Early Graduation** The Board supports the right to meet graduation requirements in fewer than the standard four years when specific criteria are met. Allowing early graduation recognizes student differences and fosters self-motivation. Decisions related to early graduation require considerable planning and must be initiated in a timely manner. The student must meet the following criteria:

- Written notification of intent to graduate early must be submitted to the building level principal no later than the first five (5) days of the academic year the student wishes to be awarded a diploma. Earlier

notification is preferred.

- A transcript reflecting the completion of prerequisite courses and sufficient number of units must be presented to the principal
- Take all End-of-Course Tests as designated by the NC State Board of Education
- Parent/legal guardian approval

After receiving notification of student intent to graduate early within the first five days of the academic year, the principal will certify student eligibility and make appropriate scheduling changes if needed. Early graduation allows the student to participate in any activities related to graduation, i.e., awards programs and graduation ceremonies.

### 3. General Diploma Requirements

Students who meet specific criteria and have the approval of a school-level team, the principal, and the superintendent or designee may participate in a General Diploma program.

<b>Beginning with the Ninth Grade Class of 2012-13, to graduate from Orange County Schools with a General Diploma, a student must have earned a minimum of 22 units.</b>	
English I, II, III, and IV	4 credits
Mathematics (including Math I, Math II, Math III, and a higher math course)	4 credits
Science (including Biology, a Physical Science, and an Earth/Environmental Science)	3 credits
Social Studies (including World History, American History, American History: The Founding Principles/Civics & Economics and all requirements of the students' cohort.)	4 credits
Health & Physical Education	1 credit
Electives: CTE, Cultural Arts, or World Languages	2 credits
Other Electives	4 credits
<b>TOTAL</b>	<b>22 credits</b>

Beginning with the graduating class of 2014-15, successful completion of cardiopulmonary resuscitation instruction is a graduation requirement which will be completed through the Health & Physical Education course.

### 4. Graduation Certificate

The Board of Education shall award a Graduation Certificate to a student who does not earn a high school diploma if a student has been identified as a "child with a disability" as defined by G.S. 115C-106.3(1) and has not earned a high school diploma, a local board of education shall award the student a Graduation Certificate and shall allow the student to participate in graduation exercises, provided the student has satisfied local, non-academic graduation requirements and:

- The student has passed all requirements in his or her Individualized Education Program and has passed at least 21-course credits (22 for students entering grade 9 in 2019-2020) as defined in State Board of Education Policy including all the following: 4 English credits; 4 math credits; 3 science credits; 3 social studies credits; 1 health and physical education credit; and 6 local elective credits. **OR**
- The student has passed all the requirements of the Occupational Course of Study (4 English credits, 3 math credits, 2 science credits, 2 social studies credits, 1 health and physical education credit, 6 occupational preparation credits, 4 CTE credits, a career portfolio and completion of the IEP objectives) other than the 225 hours of competitive employment and the student has satisfied all state and local graduation requirements.

## GRADE LEVEL PROMOTION ON BLOCK SCHEDULE

Promotion Requirements	
To Grade 10	6 Credits
To Grade 11	12 Credits
To Grade 12	20 Credits

# **FUTURE READY CORE GRADUATION CHECKLIST**

## **for students entering 9th grade between 2014-15 and 2019-20**

<b>ENGLISH (4 credits)</b>	<b>SOCIAL STUDIES (4 credits)</b>
<p>English I English II English III* English IV**</p> <p>*AP English Language and IB English Language &amp; Literature, HL (year 1 and year 2) will fulfill this requirement **AP English Literature and IB English IV will fulfill this requirement <a href="#">Dual Enrollment Courses Link</a></p>	<p>World History American History: The Founding Principles, Civics and Economics American History (I or II)* Another Social Studies Course</p> <p>*AP US History <b>OR</b> IB History of the Americas and 20th Century will fulfill this requirement</p>
<b>MATHEMATICS (4 credits)</b>	<b>SCIENCE (3 credits)</b>
<p>Math I Math II Math III 4th Math*</p> <p>*4<sup>th</sup> Math credit to be aligned with the student's post high school plan <a href="#">Link to NC Math Options Chart for 4th Math</a> <a href="#">Standard Course of Study and Support</a></p>	<p>Earth/Environmental* Biology A Physical Science**</p> <p>*AP Environmental Science and IB Environmental Systems &amp; Societies will fulfill this requirement **Chemistry, Physical Science, or Physics will fulfill this requirement</p>
<b>HEALTH &amp; PHYSICAL EDUCATION (1 credit)</b>	
<b>ELECTIVES (A total of 12 credits)</b>	

(Cluster Pathway credits and 6 Additional credits from any courses)

Cluster Pathway: \_\_\_\_\_

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

2 credits in any combination of CTE, Arts Education, or World Languages.

(Two credits in the same world language are required for admission to colleges in the UNC system.)

1. \_\_\_\_\_

2. \_\_\_\_\_

*\*Note: Due to Perkins V course pathway changes, CTE no longer has four course clusters. Most CTE course clusters are two courses. A few CTE course clusters are three courses.*

# FUTURE READY CORE GRADUATION CHECKLIST

## for students entering 9th grade in 2020-21

ENGLISH (4 credits; 1 per year)	SOCIAL STUDIES (4 credits)																
<p>English I English II English III* English IV**</p> <p>*AP English Language and IB English Language &amp; Literature, HL Year 1 will fulfill this requirement **AP English Literature and IB English Language &amp; Literature, HL Year 2 will fulfill this requirement</p>	<p>World History American History: The Founding Principles, Civics and Economics American History* Economics &amp; Personal Finance</p> <p>*AP US History <b>OR</b> IB History of the Americas and 20th Century Topics will fulfill this requirement</p>																
MATHEMATICS (4 credits)	SCIENCE (3 credits)																
<p>Math I Math II Math III 4th Math*</p> <p>*4<sup>th</sup> Math credit to be aligned with the student's post high school plan <a href="#">Link to NC Math Options Chart for 4th Math Standard Course of Study and Support</a></p>	<p>An Earth/Environmental Science* Biology A Physical Science**</p> <p>*AP Environmental Science and IB Environmental Systems &amp; Societies will fulfill this requirement **Chemistry, Physical Science, or Physics will fulfill this requirement</p>																
<b>HEALTH &amp; PHYSICAL EDUCATION (1 credit)</b>																	
<b>ELECTIVES (A total of 12 credits)</b>																	
<p>(Cluster Pathway credits and 6 Additional credits from any courses)</p> <p style="text-align: center;">Cluster Pathway: _____</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. _____</td> <td style="width: 50%;">1. _____</td> </tr> <tr> <td>2. _____</td> <td>2. _____</td> </tr> <tr> <td>3. _____</td> <td>3. _____</td> </tr> <tr> <td>4. _____</td> <td>4. _____</td> </tr> <tr> <td>5. _____</td> <td></td> </tr> <tr> <td>6. _____</td> <td></td> </tr> </table> <p>2 credits in any combination of CTE, Arts Education, or World Languages. (Two credits in the same world language are required for admission to colleges in the UNC system.)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. _____</td> <td style="width: 50%;"></td> </tr> <tr> <td>2. _____</td> <td></td> </tr> </table> <p><i>*Note: Due to Perkins V course pathway changes, CTE no longer has four course clusters. Most CTE course clusters are two courses. A few CTE course clusters are three courses.</i></p>		1. _____	1. _____	2. _____	2. _____	3. _____	3. _____	4. _____	4. _____	5. _____		6. _____		1. _____		2. _____	
1. _____	1. _____																
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1. _____																	
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**OCCUPATIONAL COURSE OF STUDY GRADUATION CHECKLIST**  
**for students entering 9th grade between 2014-15 and 2020-2021**

<b>ENGLISH (4 credits)</b>	<b>SOCIAL STUDIES (2 credits)</b>
English I English II English III English IV	<b>Beginning in 2014-2015</b> American History I American History II <b>Beginning 2017-2018</b> American History: Founding Principles, Civics and Economics <b>or</b> Founding Principles of the United States of America and North Carolina: Civic Literacy American History I <b>or</b> American History II <b>or</b> American History <b>Beginning 2020-2021</b> Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance
<b>MATHEMATICS (3 credits)</b>	<b>SCIENCE (2 credits)</b>
Introduction to Math Math I Financial Management	Biology Applied Science
<b>OCCUPATIONAL PREPARATION (6 credits)</b>	<b>OTHER REQUIREMENTS</b>
Occupational Preparation I Occupational Preparation II Occupational Preparation III (2 credits) Occupational Preparation IV (2 credits)	Work Hours: 150 hours, school-based training 225 hours, community-based training 225 hours, paid employment or unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours. Total Hours: 600  Completion of a Career Portfolio  Completion of IEP Goals
<b>HEALTH &amp; PHYSICAL EDUCATION (1 credit)</b>	
<b>CAREER TECHNICAL EDUCATION (4 credits)</b>	
<b>ELECTIVES (A total of 6 credits)</b>	

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

# OCCUPATIONAL COURSE OF STUDY GRADUATION CHECKLIST

## for students entering 9th grade in 2021-2022 and later

<b>ENGLISH (4 credits)</b>	<b>SOCIAL STUDIES (4 credits)</b>
English I English II English III English IV	Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance Employment Preparation II: Citizenship 1A and 1B (to include 150 work hours)
<b>MATHEMATICS (4 credits)</b>	<b>SCIENCE (3 credits)</b>
Introduction to Math Math I Financial Management Employment Preparation IV: Math (to include 150 work hours)	Applied Science Biology Employment Preparation I: Science (to include 150 work hours)
<b>EMPLOYMENT PREPARATION (2 credits)</b>	<b>OTHER REQUIREMENTS</b>
Employment Preparation III: Citizenship IIA and IIB (to include 150 work hours)	<p>Work Hours:  150 hours, school-based training  225 hours, community-based training  225 hours, paid employment or unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.  Total Hours: 600</p> <p>Completion of a Career Portfolio</p> <p>Completion of IEP Goals</p>
<b>HEALTH &amp; PHYSICAL EDUCATION (1 credit)</b>	
<b>CAREER TECHNICAL EDUCATION (4 credits)</b>	
<b>ELECTIVES (A total of 6 credits)</b>	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____



# ORANGE COUNTY SCHOOLS CLUSTER PATHWAY

## For Students Entering High School up to school year 2019-2020

4 credits from one pathway are recommended for graduation. Course availability may change due to state Board of Education decisions; check course listings beginning on page 36 to confirm course availability.

**(C) Indicates courses offered only at CEDAR RIDGE HIGH SCHOOL**

**(O) Indicates courses offered only at ORANGE HIGH SCHOOL**

Cluster Pathways	Foundational Courses	Enhancement Courses
Arts	Band Theater Arts Visual Art Vocal Music (The above program areas have a beginning, intermediate, proficient and advanced level.)	
Health & Fitness	Foods 1 Personal Fitness 1 & 2 Sports Medicine 1 & 2 Anatomy & Physiology CTE Career & College Promise	Latin 1 Marketing Second Spoken Language Psychology Men's Athletic Enhancement Accounting 1 Principles of Business & Finance Business Law EMS (Community College Course) Lifetime Sports Women's Athletic Enhancement Weight Training 1 Career Management
Humanities	Debate Philosophy Film 101 Mythology Media Studies Psychology Creative Writing Public Speaking Minority Studies Global Studies LA Competency (C) CTE Career & College Promise Celebrating Women's Literature Journalism (Newspaper & Yearbook)	Latin 1 AP Human Geography Theater 1 AP Psychology MS Word, PowerPoint Library Science Digital Communications Systems (O) AP European History Printing Graphics 1 (C) Peer College Counselor (O)

World Languages	Latin 1, 2, 3 & 4 French 1, 2, 3 & 4 Spanish 1, 2, 3 & 4 CTE Career & College Promise	AP French AP Spanish IB Second Language 4 & 5 (C) Psychology MS Word, PowerPoint Marketing Spanish for Native Speakers 1 & 2 Minority Studies Principles of Business & Finance Digital Communications Systems (O) Second Language (NCVPS)
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## SCHEDULE CHANGES/COURSE WITHDRAWAL

### Schedule Changes

Students and families must make course requests carefully, as schedule changes should be rare occurrences. Schedule changes may be requested prior to the opening of school and through the first five (5) days of each semester with parent or guardian and counselor signatures. Listed below are the specific criteria for schedule changes:

- Attended summer school, thus creating a need for a change
- Scheduled for a class in which the student has already earned a credit, or failed a course that is a prerequisite for the scheduled class
- Has not been scheduled for the number of classes required by the school
- A specific course is needed for graduation
- Course(s) may be changed to accommodate an administrative need

Schedule changes submitted after the first five (5) days but before the tenth (10) day of the semester must be initiated by a teacher or guardian only and will require a conference between the two parties. The agreed-upon change would then be submitted in writing and will require principal approval.

The NC Department of Public Instruction prohibits students from dropping a class after the 10<sup>th</sup> day of the semester.

\*\*\*A schedule change that affects your course of study could prevent you from graduating with your class; therefore, all schedule changes will require a guardian's signature.

### Course Withdrawal

Course withdrawals are not allowed after the fourth week of the semester.

Withdrawals will be recorded on your transcript as WP if passing the course when withdrawing or as WF if failing the course when withdrawing from the course. These withdrawal codes for dropped courses are a part of your permanent record and will become a part of your transcript.

## COURSE SELECTION WAIVER FORM

In some cases, exceptions are made when guardians and students choose to override published prerequisites and/or recommendations. When such a request comes from a student or parent/guardian, the county-wide procedure is to inform the parent/guardian that in the staff's best professional judgment a student should not register for a particular course unless prerequisites/recommended requirements have been met. If a parent or guardian insists, the student is permitted to register for the course provided that the student and the guardian have a conference with the recommending teacher and/or counselor to sign the waiver form below. This waiver states that, as a condition of the exception, the student is expected to keep pace with the class. A copy of this waiver will be kept with school records. Once this form is signed and the change is approved, that change is final.

I, as the parent/guardian, fully understand that my child has not successfully met the prerequisites or recommended requirements for the course and level listed below.

<b>Course/Level</b>	
<b>Student's Name (Please Print)</b>	
<b>Student's Signature</b>	
<b>Parent/Guardian's Signature</b>	
<b>Guardian-Teacher Conference Held On:</b>	
<b>Teacher's Signature</b>	

<b>Teacher's Comments (if any)</b>	
<b>For Office Use Only: Principal's Signature for Approval</b>	

## HIGH SCHOOL PROGRAMS & SERVICES

It is the goal of the North Carolina State Board of Education that "all students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills, and dispositions necessary to succeed in both post-secondary education and 21st Century careers and to be participating, engaged citizens" (State Board of Education Policy defining academic rigor, relevance, and relationships).

To that end, specific programs such as the North Carolina Scholars Program, the College Board Advanced Placement Program, Career and College Ready Promise (CCP), English as a Second Language Services, the International Baccalaureate (IB) Programme (High School Juniors and Seniors), and the Exceptional Children's Program are offered for high school students in Orange County Schools. These programs offer adaptive, differentiated approaches to students with specific academic needs and goals. If you would like more information, please contact the Counseling Departments at CRHS (245-4000) ext. 21025 and OHS (732-6133) ext. 20025.

## THE NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

The students who qualify for the NC Academic Scholars Program

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions.
  - Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.

The State Board of Education instituted the North Carolina Academic Scholars Program in order to encourage students to pursue a well-balanced but more rigorous high school academic program. Students who complete the requirements receive special recognition by the State Board, including a special seal included with the diploma, recognition in the commencement program, and identification on all official transcripts as a North Carolina Academic Scholar. Please refer to the requirements.

Please consult with your counselor about the NC Academic Scholars Program. Copies of the requirements and criteria are available in your school's counseling office.

## HONORS COURSES

Honors courses provide students with the opportunity to take challenging courses which can prepare them for Advanced Placement (AP) courses, the International Baccalaureate (AP) Programme, future advanced courses, and college. Students who complete honors-level courses will receive an additional .5 quality point, and those who complete an AP course will receive 1 additional quality point.



# THE COLLEGE BOARD ADVANCED PLACEMENT COURSES PROGRAM

<https://apstudent.collegeboard.org>

Sponsored and designed by the College Board, the Advanced Placement (AP) Courses Program offers hardworking and capable students an opportunity to study college-level material in high school and gives them an opportunity to show that they have mastered the material by taking AP Exams.

Students can receive college credit, placement into college courses, or both if they qualify. The AP Test, administered in May by Educational Testing Service for the College Board, has two objectives:

1. to inform students as to how well they have prepared themselves in a particular subject area.
2. to provide colleges with an independent assessment of the student's knowledge and skills.

## Benefits of Enrolling in AP Classes

- AP courses provide a challenging college-level curriculum and the opportunity to be placed out of an introductory college course, thus saving tuition money and/or allowing early graduation from college.
- Depending on the score a student makes and the policies of the college/university the student selects, the student may receive three or more semester hours of college credit for each test taken.
- AP students can take a wide variety of courses in multiple disciplines or concentrate on AP courses within a discipline (for instance, a strong science student could choose to concentrate on AP science courses and take regular or Honors courses in the other disciplines.)
- Advanced Placement (AP) courses are weighted one or two additional points, depending on the year the student entered ninth grade.
- Students who do well in AP classes increase their chances of college success, and the College Board recognizes the following AP Scholar Designations and notifies both the high school and college the student attends of these distinctions:

<b>AP Scholar</b>	Granted to students who receive scores of 3 or higher on three or more AP exams.
<b>AP Scholar with Honors</b>	An average of 3.25 on all AP exams taken, and scores of 3 or higher on four or more exams.
<b>AP Scholar with Distinction</b>	Students who receive an average of 3.5 on all AP exams taken, and scores of 3 or higher on five or more exams.
<b>AP State Scholar</b>	Granted to one male and one female student in each US state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams and then the highest average score (at least 3.5) on all AP Exams taken.
<b>National AP Scholar</b>	Students in the US who receive an average score of at least 4 on all AP exams taken, and grades of 4 or higher on eight or more of the exams.

## AP Courses Offered at CRHS and OHS [Resource Link to AP College Board](#)

### Cultural Arts

AP Music Theory (OHS ONLY)  
AP Studio Art: Drawing (OHS ONLY)  
AP Studio Art: 2D Design (OHS ONLY)  
AP Studio Art: 3D Design (OHS ONLY)

### Mathematics

AP Calculus AB  
AP Calculus BC  
AP Statistics  
AP Computer Science

### English

AP English Language and Composition  
AP English Literature and Composition

### Science

AP Biology  
AP Chemistry  
AP Environmental Science

**Social Studies**

AP Human Geography  
 AP World History  
 AP US History  
 AP European History  
 AP Psychology (OHS)

**Career & Technical Education**

AP Computer Science Principles (OHS ONLY)

**AP Physics I and II****World Languages**

AP Latin (OHS ONLY)  
 AP Spanish (OHS ONLY)  
 AP French (OHS ONLY)

*Note: AP Course offerings may alternate from year to year. See individual course descriptions for specific details.*

## INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

### PROGRAMME <http://www.ibo.org>; [www.cedarridgeib.weebly.com](http://www.cedarridgeib.weebly.com)

An IB education is unique because of its rigorous academic and personal standards. IB programs challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who celebrate our common humanity and who share a belief that education can help to build a better world. The IB connects this higher purpose with the practical details of teaching and learning. A global community of IB World Schools put these principles into practice, developing standards for a high-quality education to which they hold themselves mutually accountable. An IB education represents a testament to the power of this collaboration. Education is an act of hope in the face of an always-uncertain future. An IB education calls forth the very best in students and educators alike. The IB believes that together we can help to prepare students for living and working in a complex, highly interconnected world.

**IB Diploma Full Diploma** Program students study six courses at a higher level (HL) or standard level (SL). Alternatively, students can opt for the **IB Cluster** in Humanities or STEM.

For the **Full Diploma**, students must choose one subject from each of groups 1 to 6, thus ensuring breadth of experience in languages, social studies, the experimental sciences, and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. In addition, the full diploma program has three core requirements (**these requirements are also strongly recommended for cluster students**) that are included to broaden the educational experience and challenge students to apply their knowledge and understanding:

- The **Extended Essay** (EE) is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.
- **Theory of Knowledge** (TOK) is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language, and reason) and different kinds of knowledge (scientific, artistic, mathematical, and historical).
- **Creativity, Activity, and Service** (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

#### INTERNATIONAL BACCALAUREATE COURSES OFFERED:

IB Subject Area	Name of Course(s)
Group 1: Studies in Language and Literature	English Language & Literature
Group 2: Language Acquisition	French Latin Spanish Spanish A: Literature (school supported, self-taught)* *Bilingual diploma candidates only; Heritage Spanish 1-2 recommended as prerequisite
Group 3: Individuals & Societies	History of the Americas 20 <sup>th</sup> Century Topics
Group 4: Experimental Sciences	Biology Chemistry Sports, Exercise, and Health Science Physics

Group 5: Mathematics	IB Math: Analysis and Approaches IB Math: Applications and Interpretation
Group 6: The Arts	Visual Arts Music
Other Elective	Psychology
Other Elective	Theory of Knowledge

## IB PROGRAM OPTIONS – Full Diploma, STEM Cluster, or Humanities Cluster

Students at CRHS have the option of enrolling into the IB Full Diploma program OR the IB Certificate by cluster.

The Full Diploma is an excellent option for students looking to take challenging coursework across all subjects. The curricula are interdisciplinary and serve as excellent preparation for a 4-year college or university program of study. Students who earn enough cumulative points in their IB subjects are eligible for the IB Diploma.

The Cluster is an IB program option for students who have interests that tend to focus on either the area of STEM or Humanities. This option allows students to take IB Diploma courses; rigorous courses that help prepare students for study at the university level, while also giving them the option to pursue other courses of interest at Cedar Ridge High School. The 2021 junior class will also be required to complete the IB Core requirements as well, which include the Extended Essay, CAS, and TOK components. While cluster certificate students aren't completing all the requirements of the Full Diploma, they are still at an advantage in taking challenging coursework that suits their individual needs or preferences. These students are eligible for the IB Certificate.

IB STEM Cluster Certificate	IB HUMANITIES Cluster Certificate
IB Mathematics course IB Science course IB Theory of Knowledge Strongly recommended: IB World Language  Choose 1 additional IB or AP STEM Course  <ul style="list-style-type: none"> <li>• IB Biology</li> <li>• IB Chemistry</li> <li>• IB Sports, Exercise, and Health Science</li> <li>• IB Physics</li> <li>• AP Calculus AB</li> <li>• AP Calculus BC</li> </ul> Choose 1 additional STEM Course Examples.... <ul style="list-style-type: none"> <li>• CTE STEM Elective</li> <li>• Anatomy &amp; Physiology</li> <li>• Other STEM</li> </ul>	IB English course IB History course IB Theory of Knowledge Strongly recommended: IB World Language  Choose 1 additional IB or AP Humanities Course  <ul style="list-style-type: none"> <li>• IB Psychology</li> <li>• IB World Language</li> <li>• IB Music</li> <li>• IB Visual Arts</li> <li>• AP Human Geography</li> <li>• AP European History</li> </ul> Choose 1 additional Humanities Course Examples... <ul style="list-style-type: none"> <li>• Band, Chorus, Theater or Art</li> <li>• CTE Business or CTE Marketing</li> </ul>

## IB Course Registration Form

This form must be completed by any student interested in registering for International Baccalaureate courses at CRHS. There are 3 options for IB courses at Cedar Ridge High School: the IB Full Diploma Program, IB Humanities Cluster, and IB STEM Cluster.

	FULL DIPLOMA	HUMANITIES CLUSTER	STEM CLUSTER
	Choose ONE from each Group	Choose ONE from each Group	Choose ONE from each Group

<b>Group 1</b>	IB Language & Literature English HL	IB Language & Literature English HL	
<b>Group 2</b>	Choose 1: IB Spanish SL or HL IB Latin SL or HL IB French SL or HL IB Spanish Literature SL <i>School-Supported Self-Study</i> <i>*Bilingual Diploma Students Only</i>	(Strongly Recommended) Choose 1: IB Spanish SL or HL IB Latin SL or HL IB French SL or HL IB Spanish Literature SL <i>School-Supported Self-Study</i> <i>*Bilingual Diploma Students Only</i>	(Strongly Recommended) Choose 1: IB Spanish SL or HL IB Latin SL or HL IB French SL or HL IB Spanish Literature SL <i>School-Supported Self-Study</i> <i>*Bilingual Diploma Students Only</i>
<b>Group 3</b>	IB History HL	IB History HL	
<b>Group 4</b>	IB Chemistry SL or HL IB Biology SL or HL IB Exer., Spor., Health Sci. SL IB Physics SL or HL		IB Chemistry SL or HL IB Biology SL or HL IB Exer., Spor., Health Sci. SL IB Physics SL or HL
<b>Group 5</b>	IB Math Analysis & Approaches SL IB Math Applications & Interpretations SL		IB Math Analysis SL IB Math Applications SL
<b>IB Elective Area (Group 6)</b>	IB Visual Arts SL or HL IB Music SL IB Psychology SL or HL IB Chemistry SL or HL IB Biology SL IB Exer., Spor., Health Sci. SL IB Physics SL or HL		
<b>TOK</b>	Theory of Knowledge	Theory of Knowledge	Theory of Knowledge
<b>EE</b>	Extended Essay	<b>Optional but strongly recommended</b>	<b>Optional but strongly recommended</b>
<b>CAS</b>	Creative, Activity, Service	<b>Optional but strongly recommended</b>	<b>Optional but strongly recommended</b>
<b>1 Additional Advanced Level Course</b>		A 2 <sup>nd</sup> IB Course (see IB Electives) OR AP Humanities Course	A 2 <sup>nd</sup> IB Course (see IB Electives) OR AP STEM Course
<b>1 Additional Elective Course</b>		An additional Humanities elective (IB/AP Level is optional)	An additional STEM elective (IB/AP Level is optional)

- Please review these options along with the graduation requirements and **course prerequisites**. Once you have decided which IB option is best for you, submit this form to Crystal Medlin, the IB DP Coordinator at CRHS.
- Course selections for students will be made based on your intended IB program option. To make changes in any way will require administrative approval
- Please note that scheduling priority will go to Full Diploma students first, followed by Cluster option, then to students enrolling in Single Courses

## IB Diploma Program - 4 Year Planner

These prerequisites are **typical examples** of what IB students take in 9th - 12th grades. If you have specific questions, please contact [tabitha.campbell@orange.k12.nc.us](mailto:tabitha.campbell@orange.k12.nc.us).

	9th	10th	11th	12th
<b>English</b>	H. English 1 <b>OR</b> H. Critical Reading / Comp	H. English 2	IB Language & Literature English Year 1	IB Language & Literature English Year 2
<b>World Language</b>	Language Level 1 (Latin, Spanish, or French)	Language Level 2  Language Level 3 (French & Spanish only)	IB French, Spanish IV Year 1 OR IB Latin Year 1 OR IB Spanish Literature, Year 1	IB French, Spanish V Year 2 OR IB Latin Year 2 OR IB Spanish Literature, Year 2
<b>History</b>	H. Civics	H. Economics & Personal Finance	IB History Year 1	IB History Year 2
<b>Science</b>	H. Biology	AP Environmental Science <b>OR</b> H. Earth & Environmental  H. Chemistry	<b>(Choose 1)</b> IB Physics Year 1 <i>(must also have IB Math Analysis)</i> IB Biology Year 1 IB Chemistry Year 1 IB Exer., Sport., Health Sci. Year 1	IB Science Year 2
<b>Math</b>	Math 1  H. Math 2	H. Math 2 H. Math 3 <b>OR</b> H. Math 3 H. Precalculus	IB Math Analysis Year 1 <b>OR</b> IB Math Applications Part 1	IB Math Analysis Year 2 <b>OR</b> IB Math Applications Part 2
<b>Arts / Electives</b>			<b>Choose 1 over both years</b>	
			IB Visual Arts Year 1 <b>OR</b> IB Music Year 1 <b>OR</b>	IB Visual Arts Year 2 <b>OR</b> IB Music Year 2 <b>OR</b>
			<b>Choose ONE to substitute the arts</b>	<b>Choose 1 for 12th Grade</b>
			IB Psychology Year 1 IB Physics Year 1 <i>(must also have IB Math Analysis)</i> IB Chemistry Year 1 IB Biology Year 1 IB Exer., Spor., Health Sci. Year 1	IB Psychology Year 1 IB Physics Year 1 <i>(must also have IB Math Analysis)</i> IB Chemistry Year 1 IB Biology Year 1 IB Exer., Spor., Health Sci. Year 1
<b>TOK</b>			Theory of Knowledge 1	Theory of Knowledge 2

(Updated 2/1/2021)

## Steps for Enrolling in the IB Program

- ❑ Attended an IB Information Session with the IB Coordinator within the last 12 months; please check the website ([cedarridgeib.weebly.com](http://cedarridgeib.weebly.com)) for dates
- ❑ Completed the IB Interest Form link on the front page of the Cedar Ridge IB website ([cedarridgeib.weebly.com](http://cedarridgeib.weebly.com))
- ❑ Reviewed and submitted your Course Registration Form with the IB coordinator **or** CRHS guidance counselor for the upcoming school year; also available on our website ([cedarridgeib.weebly.com](http://cedarridgeib.weebly.com))
- ❑ Confirm that your academic performance and progress meet the necessary [prerequisites and expectations](#) for either the Full Diploma or Cluster Program.
  - ❑ This includes submitting a copy of the 8th-grade report card (for rising 9th graders); or a copy of your incoming transcript (for new transfers to CRHS)
  - ❑ If you are a continuing transfer, please make a lunch appointment each year with the IB Coordinator to discuss course registration - this is REQUIRED.

## MIDDLE COLLEGE HIGH SCHOOL AT DTCC (MCHS)

Middle College High School (MCHS) at Durham Technical Community College is an opportunity for 11th and 12th-grade students to earn college credit while in high school. Located on Durham Tech's campus, MCHS consists of students (approx. 150) from three school districts: Durham Public Schools, Orange County Schools, and Chapel Hill-Carrboro City Schools.

Students apply for admission to MCHS, and once accepted take both community college courses and honors-level high school courses. Up to a year or more of college credit can be earned at MCHS. Tuition and use of all textbooks are free! For more information, you can contact Marcia Navarro at (919) 536 7203, x2, or visit the middle college website. This program provides a non-traditional choice for students who have the desire to accelerate their education, the ability to complete advanced work successfully, and a preference for a unique academic environment. Students who have achieved junior-year status are eligible to apply; students must be 16 years old to enroll in a community course through MCHS and Durham Technical Community College. Applications are available online at [www.mchs.dpsnc.net/pages/middle\\_college](http://www.mchs.dpsnc.net/pages/middle_college).

If you are interested or have questions, contact your counselor.

Transportation can be arranged through Orange County Schools by contacting the Director of Secondary Instruction, at (919) 245-4004, ext. 17501.

## NORTH CAROLINA VIRTUAL PUBLIC SCHOOL (NCVPS)

NCVPS offers high school courses that are taken over the internet. Success in virtual high school courses requires students to be independent and self-motivated. NCVPS courses may not be taken in place of face-to-face courses offered at the student's school. Building Principals must give approval prior to a student enrolling in NCVPS. Grades earned in approved courses count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

Students will need a reliable working computer and internet access if taking courses at home, in addition to an appropriate level of computer knowledge, including downloading, video, communication, etc. Students will be expected to take any required End of Course Assessments such as EOCs and/or Career & Technical Education Proofs of Learning.

See your counselor for enrollment procedures.

## CAREER & TECHNICAL EDUCATION (CTE) PATHWAYS

[Orange County Schools CTE program](#) offers numerous CTE Pathways in seven program areas that provide students with opportunities to explore careers and gain academic knowledge, technical skills, and employability skills that will prepare them for their post-secondary education and careers. Students can build their knowledge and skills in the pathways by continuing their education at a community college, trade school, university, or in an apprenticeship program. Each program area offers students the opportunity to earn industry-recognized credentials if they pass the state or national certification or licensing exams. Orange County Schools CTE Pathways can be viewed online at: [Curriculum & Instruction / Career Pathways](#)

### **[CAREER AND COLLEGE PROMISE \(Link to Durham Tech CCP\)](#)**

Eligible high school students can earn college credit through North Carolina’s Career and College Promise (CCP) program. Orange County Schools is partnered with Durham Technical Community College CCP. To participate, students must:

- be a junior or senior;
- demonstrate college readiness through a placement test and/or recommendation;
- have an unweighted GPA of at least 2.8 or high school recommendation for CTE students;
- meet minimum prerequisites for the community college pathway in which they plan to enroll;
- be making progress toward high school graduation for admission and continued eligibility; and
- maintain at least a college GPA of 2.0 after two college courses for continued eligibility.

Career and Technical Education Examples (CTE)	College Transfer Pathways (CT)
<ul style="list-style-type: none"> <li>• Architectural Technology/CAD</li> <li>• Automotive</li> <li>• Business Administration</li> <li>• Construction</li> <li>• Computer Repair</li> <li>• Cybersecurity</li> <li>• Culinary Arts</li> <li>• Dental Lab Tech</li> <li>• EMT</li> <li>• Early Childhood</li> <li>• Hospitality Management</li> <li>• HVAC</li> <li>• Maintenance</li> <li>• Marketing</li> <li>• Medical Assisting</li> <li>• Nurse Aide</li> <li>• Spanish Interpreter</li> <li>• Welding</li> <li>• Many more...</li> </ul>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Science</li> <li>• Engineering</li> <li>• Nursing</li> <li>• Teacher Prep</li> <li>• Fine Arts/ Visual Arts</li> </ul> <p>Additional Information on NC Community College pathways for both CTE &amp; CT can be found <a href="#">here</a></p>

To enroll in the Career and College Promise program, students should meet with their school counselor and consult with a CCP Liaison or Career Coach. Students will also be required to attend an information session to get the process started. For detailed program information and a complete list of CCP courses available at Durham Technical Community College or Alamance Community College, visit their websites:

[www.durhamtech.edu/ccp](http://www.durhamtech.edu/ccp)

[Alamance Community College - Career and College Promise - Admissions Admissions](#)

Students who successfully complete college transfer courses will receive an honors weighting of 1 additional quality point  
\*Community college courses earning less than 3 credit hours receive no high school credit.

## NC HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION AGREEMENT

Articulated Courses can be viewed online at: <https://www.orangecountyfirst.com/Page/139>

### Receive Community College Credit for Your High School Courses!

This statewide articulation agreement consists of high school CTE courses that match the knowledge and skills taught in similar community college courses. The articulation agreement ensures that if a student is proficient in their high school course, the student can receive college credit for that course at any North Carolina community college.

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date and meet the following criteria:

Final grade of B or higher in the course, AND

A score of 93 or higher on the standardized CTE post-assessment

*\* Due to the Impact of COVID-19, CTE post-assessments were not given in Spring 2020. The test score requirement for affected students will be waived. See the [May 2020 memo](#).*

The 2021-2022 school year will follow the Amended Local Articulation Agreement that dropped CTE post-assessment scores but added credentials attainment.

See the link above for the full listing.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise pathway. Community college officials verify eligibility and acceptance of articulated courses listed on the high school transcript.

Students may be asked to submit supporting documentation and/or demonstrate proficiency to receive credit. Colleges must follow the criteria of the Southern Association of Colleges and Schools (SACS) Commission on Colleges in awarding credit.

### **CLICK the LINKS for the Articulation Lists:**

[Curriculum & Instruction / Articulation & Community Colleges](#)

[North Carolina Articulation List](#)

[Local Articulation List with Durham Technical Community College](#)

[Amended Local Articulation Agreement](#)

## SERVICES AVAILABLE

### **Academically / Intellectually Gifted (AIG) Program**

There are many opportunities for students identified as academically/intellectually gifted to develop their talents. This includes honors, AP and IB courses, dual enrollment at an institute of higher learning, and the North Carolina Governor's School summer program. Differentiated Education Plans (DEPs) are developed for each AIG student. An assistant principal at each high school oversees the progress of AIG students and coordinates support for gifted students at risk for underachievement.



## **ESL (English as a Second Language) Services**

English as a Second Language (ESL) is a program that assists English Learners (EL) to become proficient in the English language (speaking, writing, reading and listening). Students who have qualified for ESL services will receive services through the ESL Program. The ESL Program uses the North Carolina English Language Development Standard Course of Study to augment the North Carolina Common Core Standards.

## **The Exceptional Children's Program**

The Exceptional Children's Department offers specialized academic services to meet the needs of Orange County Schools' students identified as having a disability which requires specially-designed instruction through an Individualized Education Program (IEP). With parent/guardian consent and collaboration, IEPs are developed and implemented in accordance with state and federal guidelines.

## **Section 504**

In Compliance with Section 504, schools will not discriminate against qualified students with disabilities on the basis of a disability. If your student has a disability that substantially limits a major life activity, student may be eligible for a 504 plan. The system will provide aids, benefits, and school services to a person with disabilities in the most integrated school setting appropriate to his or her needs so that student may have an opportunity commensurate to that provided to persons without disabilities to obtain the same results, gain the same benefit or reach the same level of achievement. Please contact your student's school counselor or student level coordinator to discuss the Section 504 process.

## TRANSCRIPTS

To send transcripts to NC institutions of higher learning, students can log in to their [www.CFNC.org](http://www.CFNC.org) account, click on Application Hub, then click on Transcript, then select the college of their choice and submit their request. Allow 2 business days for processing. There is no processing fee for sending transcripts through CFNC.

As another resource, students can request transcripts be sent to institutions electronically through the Orange County Schools ScribOrder account at <https://orangenc.scriborder.com/>. There is no charge for transcripts for enrolled OCS students.

## WEIGHTED GRADING

### 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.

### 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.
- Effective with the ninth grade class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point. Honors sections of standard-level academic courses, including NC Virtual Public School courses and other online courses, that are in accordance with the philosophy, rubric, procedures, guidelines, and standards for curriculum, instruction, and assessment as described in the North Carolina Honors Course Implementation Guide are eligible for the additional weighting. Pre-calculus, non-AP/IB calculus, mathematics courses beyond the level of calculus, and world language courses beyond the second-year level are considered inherently advanced and are assigned honors-level weighting, as well. Arts education courses meeting the standards for proficient and advanced dance, music, theatre arts, and visual arts are assigned honors-level weighting.

### 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. Effective with the ninth grade class of 2015-16, the additional weight awarded for AP/IB courses shall be one (1) quality point.

### 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. [Current Dual Enrollment Chart](#)
- No high school credit is awarded if the Dual Enrollment college-level class is assigned less than 3 credit hours.
- Several Project Lead the Way courses approved for college credit are assigned college-level weighting, the equivalent of one (1) quality point. PLTW courses are offered at Orange High School only.

# Class Rank

In accordance with GS 116-11 (10a), each student’s official class rank shall be listed on the standardized transcript.

- 6.1. The official class rank shall be calculated using the weighted grade point average in which quality points are provided for passing grades in standard, Honors, AP/IB, and college-level courses according to the weighting system defined in sections 3 and 4 above.
- 6.2. Local education agencies may re-calculate class rank for local purposes such as determination of valedictorian, salutatorian, and other graduation honors. Such re-calculations may be used for local purposes only, and the official class rank provided on the standardized transcript shall not be altered.

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: 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	

# OCS HIGH SCHOOL COURSE DESCRIPTIONS

**Unless indicated by CRHS ONLY or OHS ONLY, a course is offered at both schools.**

## CULTURAL ARTS EDUCATION

Students enrolled in either band (Beginning - Advanced) or Marching Band (Beginning - Advanced) can expect to build upon musicianship skills begun in middle grades band. Students will have the opportunity to perform in various ensembles from Wind Ensemble, Symphonic Band, Concert Band, Marching Band, Jazz Ensemble, Percussion Ensemble, and others. All students will participate in required performances at their local school and in the surrounding community.

Students enrolled in a leveled visual arts, band, chorus, or theatre arts course will need to show proficiency in all essential standards before progressing to the next level. For example, a student enrolled in a beginners level will not progress to the intermediate level unless the student shows proficiency on all standards. Students can also take the same course more than once if they have not shown proficiency. Proficiency level will be determined by the instructor through standards-based projects, auditions, or portfolio depending on the course.

Student fees for participation in instructional programs shall be assessed in accordance with Orange County Schools Board Policy 4600.

Proficient and Advanced courses will receive .5 additional quality points. A course designated "AP" or "IB" will receive 1.0 additional quality point.

Course Name	Course Description	Recommendations & Prerequisites
<b>FOR STUDENTS WHO DO NOT INTEND TO PARTICIPATE IN MARCHING BAND:</b>		
Band Beginning	Band students who have completed 8th-grade band and do not intend to be a part of the marching band (at OHS) should sign up for Beginning Band (Fall) and Beginning Band (Spring). This is a two-semester class that will receive 2 units of elective credit. Ensemble placement will be determined by the Band Director. After-school rehearsals and performances will be required.	Prerequisite: 8th-grade band
Band Intermediate	Band students who have met the standards for Band Beginning and do not intend to be a part of the marching band, should sign up for Band Intermediate (Fall) and Band intermediate (Spring). This is a two-semester class that will receive 2 units of elective credit. Ensemble placement will be determined by the band director. After-school rehearsals and performances will be required.	Prerequisite: Band Beginning
Band Proficient – Honors	Band students who have met the standards for Band Intermediate and do not intend to be a part of the marching band, should sign up for Band Proficient (Fall) and Band Proficient (Spring). This is a two-semester class that will receive 2 units of elective credit. Ensemble placement will be determined by the band director. After-school rehearsals and performances will be required.	Prerequisite: Band Intermediate

Band Advanced – Honors	Band students who have met the standards for Band Proficient and do not intend to be a part of the marching band, should sign up for Band Advanced (Fall) and Band Advanced (Spring). This is a two-semester class that will receive 2 units of elective credit. Ensemble placement will be determined by the band director. After-school rehearsals and performances will be required.	Prerequisite: Band Proficient
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	<b>OHS ONLY - FOR STUDENTS WHO DO INTEND TO PARTICIPATE IN MARCHING BAND</b>	
Marching Band Beginning	Band students who have completed 8th-grade band, and first headers of the auditioned color guard, who elect to be part of the marching band should enroll in Marching Band Beginning (Fall) and Band Beginning (Spring). The student will receive 2 units of elective credit for this sequence. Students enrolled in Marching Band will perform difficult repertoires, compete, travel, and develop higher levels of performance and musical skills. Requirements include attendance at all after-school rehearsals on the published rehearsal calendar, Friday night VARSITY football games including home playoff games, local parades, three to five Saturday competitions, occasional local performances, and summer camp. Students are expected to meet strict attendance and behavior policies. Non-instrumentalists in the color guard will only take Marching Band in the fall semester and will receive only one elective credit. OHS ONLY	Prerequisite: 8th-grade band
Marching Band Intermediate	Students that have met the standards for Band (Beginning), who elect to be part of the marching band should enroll in Marching Band Intermediate (Fall) and Band Intermediate (Spring). The student will receive 2 units of elective credit for this sequence. Students are expected to meet strict attendance and behavior policies. Non-instrumentalists in the color guard will only take Marching Band in the fall semester and will receive only one elective credit. OHS ONLY	Prerequisite: Band Beginning
Marching Band Proficient – Honors	Students that have met the standards for Marching Band Intermediate, who elect to be part of the marching band should enroll in Marching Band Proficient (Fall) and Band Proficient (Spring). The student will receive 2 units of elective credit for this sequence. Students enrolled in this class will perform difficult repertoires, compete, travel, and develop higher levels of performance and musical skills. Requirements include attendance at all after-school rehearsals on the published rehearsal calendar, Friday night VARSITY football games including home playoff games, local parades, three to five Saturday competitions, occasional local performances, and summer camp. Students are expected to meet strict attendance and behavior policies. Non-instrumentalists in the color guard will only take Marching Band in the fall semester and will receive only one elective credit. OHS ONLY	Prerequisite: Marching Band Intermediate

Marching Band Advanced – Honors	Students that have met the standards for Marching Band Proficient, who elect to be part of the marching band should enroll in Marching Band Advanced (Fall) and Band Advanced (Spring). The student will receive 2 units of elective credit for this sequence. Students enrolled in this class will perform difficult repertoires, compete, travel, and develop higher levels of performance and musical skills. Requirements include attendance at all after-school rehearsals on the published rehearsal calendar, Friday night VARSITY football games including home playoff games, local parades, three to five Saturday competitions, occasional local performances, and summer camp. Students are expected to meet strict attendance and behavior policies. Non-instrumentalists in the color guard will only take Marching Band in the fall semester and will receive only one elective credit. OHS ONLY	Prerequisite: Marching Band Proficient
Jazz Ensemble	In this small group setting, students will study the art of improvisation as well as the history of the jazz idiom. Prior musical training is needed before taking this course. Students can expect to listen, watch, read and perform different aspects of jazz both in and out of class. There are observation hours and clinics associated with this class which will be listed on the syllabus. Students interested in this course should see the Band Director. This course is offered in a “0” period setting instead of during the instructional day.	Prerequisite: Prior music training  1 credit Pass/Fail  Zero period offering
<b>Vocal Music</b>		
Students enrolled in Vocal Music from Beginning to Advanced can expect to build on basic musicianship started in the middle grades chorus. Students will have the opportunity to perform in various ensembles (some auditioned, some volunteer). All students can expect many required performances per year at their local school and in surrounding communities. Enrollment in any specific ensemble will be determined by the site music instructor based on the applicants and audition and current ability/music literacy level. Student fees for participation in instructional programs shall be assessed in accordance with Orange County Schools Board Policy 4600. After-school activities are required. While prior choral experience (middle school) is helpful, it is not required to sign up for Vocal Music Beginning. Students enrolled in a leveled visual arts, band, chorus, or theatre arts course will need to show proficiency in all essential standards before progressing to the next level. For example, a student enrolled in a beginners level will not progress to the intermediate level unless students show proficiency on all standards. Students can also take the same course more than once if they have not shown proficiency. Proficiency level will be determined by the instructor through standards-based projects, auditions, or portfolios depending on the course.		
Vocal Music Beginning	All 9th-grade choral students should sign up for Vocal Music Beginning. Ensemble placement will be determined by the Vocal Music Director. Some after school rehearsals and performances are required. A dress code is required for performances. This can be taken both semesters for a year long elective. If choose to take both semesters, sign up for Vocal Music two times.	
Vocal Music Intermediate	All choral students who have completed Vocal Music Beginning should sign up for Vocal Music Intermediate. Ensemble placement will be determined by the Vocal Music Director. Some after-school rehearsals and performances are required. A dress code is required for performances. This can be taken both semesters for a year long elective. If choose to take both semesters, sign up for Vocal Music two times.	Prerequisite: Vocal Music Beginning and/or audition/teacher discretion

Vocal Music Proficient – Honors	All choral students who have completed Vocal Music Intermediate should sign up for Vocal Music Proficient. Ensemble placement will be determined by the Vocal Music Director. Some after-school rehearsals and performances are required. A dress code is required for performances. This can be taken both semesters for a year long elective. If choose to take both semesters, sign up for Vocal Music two times.	Prerequisite: Vocal Music Intermediate
Vocal Music Advanced – Honors	All choral students who have completed Vocal Music Proficient should sign up for Vocal Music Advanced. Ensemble placement will be determined by the Vocal Music Director. Some after-school rehearsals and performances are required. A dress code is required for performances. This can be taken both semesters for a year long elective. If choose to take both semesters, sign up for Vocal Music two times.	Prerequisite: Vocal Music Proficient

## THEATRE ARTS

Students enrolling in Theatre Arts courses can expect to learn on-stage and backstage techniques and procedures. Students in this area should expect some in-class and out-of-class performance obligations. Students interested in on-stage learning should sign up for the Theatre Arts sequence, while those students interested in backstage management should sign up for the Tech Theatre sequence of classes. Students enrolled in Theatre Arts Beginning through Advanced are expected to memorize dialogue and perform in front of groups on a regular basis. Students enrolled in a leveled visual arts, band, chorus or theatre arts course will need to show proficiency in all essential standards before progressing to the next level. For example, a student enrolled in a beginners level will not progress to the intermediate level unless the student shows proficiency on all standards. Students can take the same course more than once if they have not shown proficiency. Proficiency level will be determined by the instructor through standards-based projects, auditions, or portfolios depending on the course.

Theatre Arts Beginning	This introductory acting course offers skill development in improvisations, monologues, scenes, stage movements, character study, and examination of scripts. Students will learn the basics of both acting and tech theatre work.	
Theatre Arts Intermediate	This intermediate acting course offers further skill development for students who have met the standards for Theatre Arts Beginning. Students will learn advanced character and script analysis as well as acting styles, classical theatre literature, and the basics of directing for the theatre.	Prerequisite: Theatre Arts Beginning and/or audition/teacher discretion
Theatre Arts Proficient - Honors	This advanced acting course offers further skill development in acting styles, voice, movement, and directing for students who have auditioned.	Prerequisite: Theatre Arts Intermediate or audition/teacher discretion
Theatre Arts Advanced – Honors	This advanced acting course prepares students for collegiate theatre studies in script and character analysis, voice, movement, and directing. This course is open only to students who have auditioned.	Prerequisite: Theatre Arts Proficient
Theatre Art Special (Technical Theatre) Beginning	Technical theatre course offers an introductory skill development in all of the “backstage” functions essential to play production, including scenery, set, prop and costume constructions.	Recommended: Theatre Arts Beginning



Theatre Art Special (Technical Theatre) Intermediate	Technical theatre course offers intermediate skill development for students who have met the standards for Tech Theatre Beginning in all of the “backstage” functions essential to play production, including scenery, set, prop and costume constructions.	Prerequisite: Theatre Art Special (Technical Theatre) Beginning
Theatre Art Special (Technical Theatre) Proficient – Honors	Technical theatre course offers proficient (honors) skill development for students who have met the standards for Tech Theatre Intermediate in all of the “backstage” functions essential to play production, including scenery, set, prop and costume constructions.	Prerequisite: Theatre Art Special (Technical Theatre) Intermediate
Theatre Art Special (Technical Theatre) Advanced – Honors	Technical theatre course offers advanced (honors) skill development for students who have met the standards for Tech Theatre Proficient in all of the “backstage” functions essential to play production, including scenery, set, prop and costume construction; lighting; sound; stage makeup and front-of-the house management.	Prerequisite: Theatre Art Special (Technical Theatre) Proficient
Advanced Play Production Advanced – Honors	Advanced Play Production is an audition-based capstone theatre course. Advanced Play Production involves the study of all parts of the theatre production process and will culminate with a student-produced and performed production.	Prerequisites: Theatre Arts Advanced or audition/teacher discretion

## VISUAL ARTS

Students enrolled in Visual Arts courses will learn everything from basic drawing skills to 2D and 3D art designs to sculpture culminating with the production of a portfolio suitable for admission to post-secondary art programs. Students enrolled in a leveled visual arts, band, chorus, or theatre arts course will need to show proficiency in all essential standards before progressing to the next level. For example, a student enrolled in a beginners level will not progress to the intermediate level unless the student shows proficiency on all standards. Students can also take the same course more than once if he/she has not shown proficiency. Proficiency level will be determined by the instructor through standards-based projects, auditions, or portfolio, depending on the course. Students in all levels can expect to participate in regular art shows at school and/or in the community.

Visual Arts Beginning (Art 1)	This general survey art course is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the level for art study throughout high school.	
Visual Arts Intermediate (Art 2)	Intermediate Art level with more in-depth art studio experience; Art Intermediate builds on the student's technical skills and foundation of knowledge developed in Art Beginning.	Prerequisite: Visual Arts Beginning (Arts 1)
Visual Arts Proficient - Honors (Art 3)	Art Proficient builds on skills from Art Intermediate with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism, and art history.	Prerequisite: Visual Arts Intermediate (Art 2)
Visual Arts Advanced - Honors (Art 4)	Emphasis is placed on fine art and commercial designs including the production of a portfolio suitable for admission to a post-secondary art program.	Prerequisite: Visual Arts Proficient -Honors (Art 3)
Visual Arts Advanced – Honors (Art 5)		



**ADVANCED PLACEMENT & INTERNATIONAL BACCALAUREATE  
CULTURAL ARTS COURSES**

AP Music Theory	This is an academic, non-performance based course with a national curriculum that prepares students to take the national AP Exam in Music Theory. Instruction includes basic to advanced concepts of music structure and form, along with preparation in sight singing and dictation.	OHS Only Prerequisites: Instructor recommendation and the ability to read music
AP Visual Arts	The AP Program offers three separate portfolio courses: AP Drawing Art & Design AP 2-D Design Art & Design AP 3-D Design Art & Design	OHS Only
AP Art History	The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by the diverse artistic traditions from prehistory to the present, the course fosters in depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art-making, responses to, and interpretations of art.	OHS Only
<a href="#">IB Music</a>	Involving aspects of the composition, performance, and critical analysis of music, the course exposes students to forms, styles, and functions of music from a wide range of historical and socio cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Standard level (SL) music students are required to study musical perception. SL students in music are then required to choose one of three options: <ul style="list-style-type: none"> <li>• creating (SLC)</li> <li>• solo performing (SLS)</li> <li>• group performing (SLG).</li> </ul>	CRHS Only  IB Music I - 11th  IB Music II - 12th grade

<a href="#">IB Visual Arts I &amp; II</a>	<p>The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. This course culminates with a mandatory art exhibition of 8 -11 works created during the first year and a half which in addition develops a strong portfolio for college submissions. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.</p>	<p>CRHS Only</p> <p>11th - 12th grade; both years</p> <p>Prerequisite: Art Beginning</p> <p>Both levels are completed for 2 total credits</p>
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## CAREER & TECHNICAL EDUCATION (CTE)

The mission of Career and Technical Education (CTE) is to help empower students to be successful citizens, workers, and leaders in a global economy. CTE programs are designed to contribute to the broad educational achievement of students, including basic skills as well as their ability to work independently and as a part of a team, think creatively and solve problems, and utilize technology in the thinking and problem-solving process. Both school-based and work-based learning opportunities are offered to students enrolled in Career and Technical Education. School-based opportunities include competency-based courses in seven program areas: (1) Agriculture Education, (2) Business, Finance and Marketing Education, (3) Computer Science, IT, and Technology Education, (4) Career Development Education, (5) Family, and Consumer Sciences Education, (6) Health Sciences Education, and (7) Trade and Industrial Education. Work-based learning opportunities include apprenticeships, internships, job shadowing, and supervised occupational experiences. These experiences can be arranged through the Career and Technical Education teachers and the Career Development Coordinators. For eligibility requirements and guidelines, contact the program area teacher. In addition, Career and Technical Education Student Organizations (CTSO activities) are an integral part of each program. CTSO leadership and competitive events are held on the local, district, state, and national levels. [CTE Glossary Document](#)

Any student enrolled in a CTE course (including a NCVPS CTE course) is **expected** to complete the Proof of Learning (POL) identified for that course. A POL is a type of assessment provided in a CTE course and is a defined measure of students' mastery of standards and objectives learned in a CTE course. CTE POLs may be in the form of one of the following:

- CTE State Assessment - 100 secured test (in NCTEST).
  - Third Party Assessment - A vendor assessment who has designed the curriculum.
  - Performance Based Measure (PBM) - Provides students with multiple opportunities throughout the semester to demonstrate mastery of the course. The PBM may consist of a defined project, portfolio, or other performance-based tasks.
  - Credential - Allows students to earn an industry recognized certification/credential after they have been properly trained.
- \*Note: Some CTE courses offer a supplemental credential in addition to the required POL to provide students an opportunity to earn an industry credential. \*\**
- Local Measure - Teacher made assessment or Performance Based Measure.

All Program Areas have a Career Pathway. Some Pathways have been approved as a Career & College Promise (CCP) CTE Pathway for Orange County Schools - meaning courses are available at Durham Technical Community College and/or Alamance Community College. To see these specific pathways visit: <https://www.orangecountyfirst.com/Page/141>

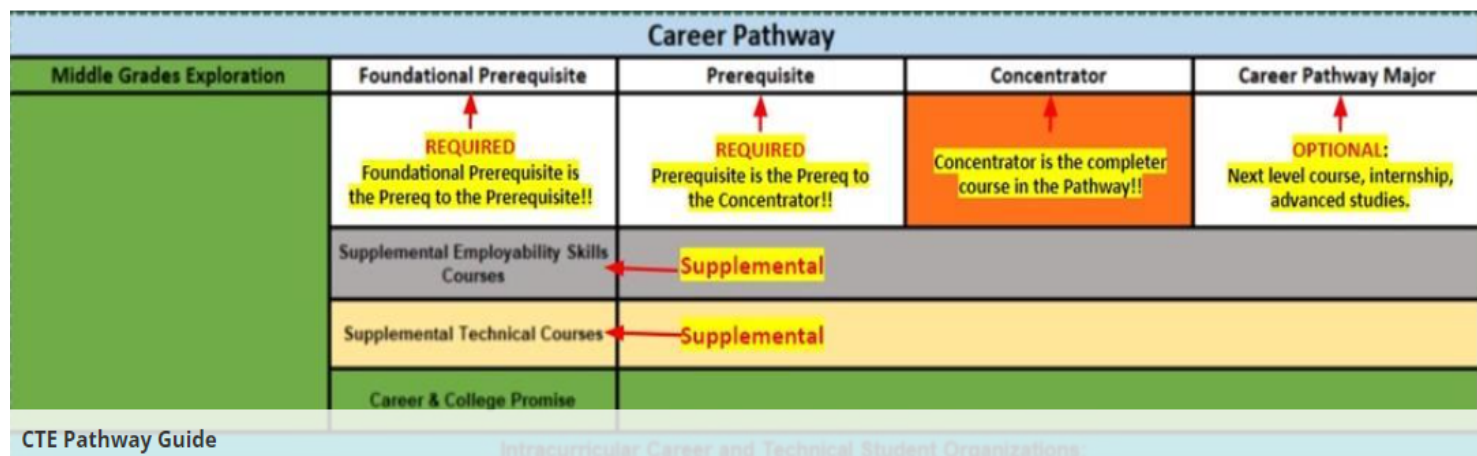
### What is a Career Pathway Concentrator?

A student who has successfully completed a Concentrator Course in an approved Career Pathway.

### What is a Career Pathway Concentrator Course?

A second or third-level course in the Career Pathway that builds upon technical skills acquired in a prerequisite course.

*The Orange County School System offers a wide range of Career & Technical Education (CTE) programs. All middle schools offer exploratory CTE courses. Orange County CTE programs do not discriminate on the basis of race, color, national origin, sex, disability, or age in its activities and programs, including employment policies and practices.*



[Cedar Ridge Course Pathways](#)

[Orange High Course Pathways](#)

Career Pathways offered by Orange County Schools CTE can also be viewed online at:

<https://www.orangecountyfirst.com/Page/141>

All North Carolina CTE Career Pathways can be viewed online at: <https://center.ncsu.edu/nccte-cms/>

## AGRICULTURAL EDUCATION CAREER PATHWAYS

[Animal Science](#) • [Agriculture Local Course Option](#) • [Plant Systems](#)  
[Power, Structural, & Technical Systems](#)

Course Name	Course Description	Prerequisites - Recommendations - Notes
Agriscience Applications (AU10)	This introductory 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. Leadership skills are emphasized through FFA and competitive activities. National FFA Organization is an	OHS Only  Highly Recommended Grade 9 as Introduction to Agricultural Course

	<p>intracurricular student organization for students in Ag courses.</p> <p><b>Proof of Learning: CTE State Assessment</b></p>	
Animal Science I (AA21)	<p>This course focuses on animal physiology, breeding, nutrition, health, and best management practices in preparation for an animal science career. Leadership development and employability skills are integral to the course and are delivered through authentic experiences. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b>Proof of Learning: Performance Based Measure</b></p> <p><i>Supplemental Credential: Youth for Quality Care of Animals (YQCA)</i></p>	<p>OHS Recommend Prerequisite Course:</p> <p>AU10 Agriscience Applications</p>
<p>Animal Science II-Food Animal (AA22)</p> <p>HONORS level ONLY beginning 2021-2022</p>	<p>This course focuses on animal anatomy, physiology, digestion, reproduction, housing and facilities, management, and genetics of the food animal industry. Leadership development and employability skills are integral to the course and are delivered through authentic experiences. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b>Proof of Learning: Performance Based Measure</b></p> <p><i>Supplemental Credential: Youth for Quality Care of Animals (YQCA)</i></p>	<p>OHS Only</p> <p>Prerequisite Course: AA21 Animal Science I</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
Animal Science II - Companion Animal (AA23)	<p>This course focuses on animal welfare, safe handling practices, nutrition, digestion, breeding, grooming, care, classification, and the history of the companion animal industry. Leadership development and employability skills are integral to the course and are delivered through authentic experiences. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b>Proof of Learning: Performance Based Measure</b></p>	<p>CRHS Only</p> <p>Prerequisite Course: AA21 Animal Science I</p>
Agricultural Production I (AU11)	<p>This course provides instruction that focuses on the basic scientific principles and processes related to the production of plants and animals. Livestock and poultry, agronomy (crops and soils), pest management, knowledge and application of shop safety rules, proper uses of tools, materials and machinery, metal skills including arc welding, and construction</p>	<p>OHS Only OHS Recommended Prerequisite Course:</p> <p>AU10 Agriscience Applications</p>

	<p>materials are learned. Leadership skills are emphasized through FFA and competitive activities. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b>Proof of Learning: Local - Performance Based Measure</b>  <i>Supplemental Credential: Youth for Quality Care of Animals (YQCA)</i></p>	
<p>Agricultural Production II (AU12)</p>	<p>This course expands the scientific knowledge and technical skills gained in Agricultural Production I. Livestock and poultry production and management, crop production, agricultural business management, proper uses of tools, equipment and facilities, welding safe operation of tractors, and preventive maintenance procedures are learned. Leadership skills are emphasized through FFA and competitive activities. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b>Proof of Learning: Local - Performance Based Measure</b>  <i>Supplemental Credential: Youth for Quality Care of Animals (YQCA)</i></p>	<p>OHS Only</p> <p>Prerequisite Course:  AU11 Agricultural Production I</p>
<p>Agricultural Mechanics I (AS31)</p>	<p>This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development through FFA and competitive activities. English language arts, mathematics, and science are reinforced. National FFA Organization is an intracurricular student organization for students in Ag courses</p> <p><b>Proof of Learning: CTE State Assessment</b></p>	<p>OHS Recommended Prerequisite Course:</p> <p>AU10 Agriscience Applications</p>
<p>Agricultural Mechanics II (AS32)</p> <p>HONORS level ONLY  beginning 2021-2022</p>	<p>This course expands the knowledge and skills learned in Agricultural Mechanics I. The topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology,</p>	<p>Prerequisite Course:  AS31 Agricultural Mechanics I</p> <p>GPA Added Value will align with the state grade scale per school year.</p>

	<p>safe tool and equipment use, human resource development, hot/cold metalworking skills and technology, advanced welding, and metal cutting skills, working with plastics, plumbing, concrete, and masonry, agricultural power and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Leadership skills are emphasized through FFA and competitive activities. Welding certification available. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b>Proof of Learning: CTE State Assessment</b>  <i>Supplemental Credential: OSHA 10 Hour Industry Certification</i></p>	
Horticulture I (AP41)	<p>This course provides instruction on the broad field of horticulture with an emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics and science are reinforced. Leadership skills are emphasized through FFA and competitive activities. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b>Proof of Learning: Performance Based Measure</b></p>	<p>OHS Recommended Prerequisite Course:</p> <p>AU10 Agriscience Applications</p>
Horticulture II (AP42)	<p>This course expands skills developed in Horticulture I. This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced. Leadership skills are emphasized through FFA and competitive activities. National FFA Organization is an intracurricular student</p>	<p>Prerequisite Courses:</p> <p>AP41 Horticulture I</p>

	<p>organization for students in Ag courses.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
<p>Horticulture II Landscape (AP44)</p> <p>HONORS level ONLY beginning 2021-2022</p>	<p>This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	<p>Prerequisite Course: AP41 Horticulture I</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
<p>Agricultural Advanced Studies (WB01) AGNR</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	<p>Prerequisite Courses: 2 credits in Agricultural Education in one Career Pathway</p>
<p>Agricultural Internship (WB03) AGNR</p>	<p>A CTE Internship allows for additional development of career and technical</p>	

Standard and Honors available (If Honors GPA Added Value +.5)	<p>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. National FFA Organization is an intracurricular student organization for students in Ag courses.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
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## BUSINESS, FINANCE & MARKETING EDUCATION CAREER PATHWAYS

[Accounting](#) • [Financial Planning](#) • [Marketing Management](#) • [Travel & Tourism](#)  
[Sport and Event Marketing](#)

Course Name	Course Description	Prerequisites - Recommendations - Notes
Accounting I (BA10)  Standard & Honors	<p>This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences are encouraged. This is a rigorous academic course designed to help students learn and understand the basic principles of the accounting cycle from individual transactions to the preparation of financial statements while using an online platform. Strong math skills are recommended. <i>*Please note that this class is not a replacement for Personal Finance.</i></p> <p><b><i>Proof of Learning: CTE State Assessment</i></b>  <i>Supplemental Credential: Intuit Quickbooks Certified User</i></p>	Recommended: Math I
Accounting II (BA20)	<p>This course is designed to provide students with an opportunity to develop</p>	Prerequisite: BA10 Accounting I



<p>Honors Level Only</p>	<p>in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced and entrepreneurial experiences are encouraged. <b><i>Proof of Learning: CTE State Assessment</i></b> <i>Supplemental Credential: Intuit Quickbooks Certified User</i></p>	<p>Recommended instructor approval.</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
<p>Business Essentials (BF10)</p> <p>Standard &amp; Honors</p> <p>Formerly named Principles of Business and Finance</p>	<p>This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology. *New name and course modification for Principles of Business &amp; Finance. <b><i>Proof of Learning: CTE State Assessment</i></b></p>	<p>If Honors GPA Added Value will align with the state grade scale per school year.</p>
<p>Business Ethics and Law (BB30)</p> <p>Standard &amp; Honors</p> <p>Formerly named Business Law</p>	<p>This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced. <b><i>Proof of Learning: CTE State Assessment</i></b></p>	<p>Recommended Course: At least one business credit</p> <p>If Honors GPA Added Value will align with the state grade scale per school year.</p>
<p>Financial Planning I (BF21)</p>	<p>This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also, students will develop techniques to enhance personal</p>	<p>Prerequisite Course: BF10 Business Essentials</p>

	<p>wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building, and critical-thinking skills.</p> <p><b><i>Proof of Learning: CTE State Assessment</i></b></p>	
Financial Planning II (BF22)	<p>Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national, and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building, and critical-thinking skills.</p> <p><b><i>Proof of Learning: CTE State Assessment</i></b></p>	<p>Prerequisite Course: BF21 Financial Planning I</p> <p>Recommended 10th - 12th grade</p>
Marketing (MM51)	<p>This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also, students develop an understanding of marketing functions applications and their impact on business operations. English language arts, mathematics, and social studies are reinforced.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
Marketing Applications (MA52)	<p>In this course, students will apply an understanding of marketing functions and the impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management,</p>	<p>Prerequisite Course:</p> <p>MM51 Marketing OR MI21 Fashion Merchandising</p>

	<p>marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts and social studies are reinforced.</p> <p><b><i>Proof of Learning: CTE State Assessment</i></b></p>	
Sports and Event Marketing I (MH31)	<p>In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	Recommended Prerequisite Course: MM51 Marketing
<p>Sport and Event Marketing II (MH32)</p> <p>Honors Level ONLY</p>	<p>In this course, students will apply their knowledge of promotion and marketing for the sport and event industries. The topics to be covered are the marketing environment, promotional activities, communications, product-mix strategies, and financial and economic impacts.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	<p>Prerequisite Course: MH31 Sports and Event Marketing I</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
Fashion Merchandising (MI21)	<p>This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for entry-level fashion retail work or post-secondary education. English, mathematics, social studies, and technology are reinforced.</p> <p><b><i>Proof of Learning: CTE State Assessment</i></b></p>	OHS Only
Hospitality and Tourism (MH42)	<p>In this course, students acquire an 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.</p> <p><b><i>Proof of Learning: CTE State Assessment</i></b></p> <p><i>Supplemental Credential: Certified Guest Service Professional (CGSP)</i></p>	<p>Prerequisite course: MM51 Marketing OR BF10 Business Essentials OR MH31 Sport and Event Marketing I</p>

<p>Business, Finance &amp; Marketing Advanced Studies</p> <p>(WB13) BMA</p> <p>(WB21) FINA</p> <p>(WB53) MRKT</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st-century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	<p>Prerequisite Courses:</p> <p>2 technical credits in Business Career Pathway OR 2 technical credits in Finance Pathway OR 2 technical credits in Marketing Pathway</p>
<p>Business, Finance &amp; Marketing Internship</p> <p>(WB15) BMA</p> <p>(WB23) FINA</p> <p>(WB55) MRKT</p> <p>Standard and Honors available (If Honors GPA Added Value +.5)</p>	<p>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.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	

## COMPUTER SCIENCE, IT AND TECHNOLOGY EDUCATION CAREER PATHWAYS

[Adobe Academy](#) • [Computer Engineering](#) • [Computer Science Principles](#) • [Data Science](#) [Digital Design and Animation](#) • [Game Art Design](#) • [PLTW Engineering](#) • [Python Programming](#)

Course Name	Course Description	Prerequisites - Recommendations - Notes
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Adobe Visual Design I (II41)	<p>In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification. English language arts are reinforced.</p> <p><b><i>Proof of Learning: Credential (Illustrator &amp; Photoshop)</i></b></p>	
Adobe Visual Design II (II42)	<p>This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. English language arts are reinforced.</p> <p><b><i>Proof of Learning: Credential (InDesign)</i></b></p>	Prerequisite: II41 Adobe Visual Design I
Adobe Digital Design I (II43)	<p>This course is a project-based course that develops career and communication skills in Web design using Adobe tools. This course is aligned to the Adobe Dreamweaver certification. English language arts are reinforced.</p> <p><b><i>Proof of Learning: Credential (Dreamweaver)</i></b></p>	Prerequisite: II41 Adobe Visual Design I

Adobe Video Design I (II45)	<p>This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to the Adobe Premiere certification. English language arts are reinforced</p> <p><b><i>Proof of Learning: Credential (Premiere Pro)</i></b></p>	Prerequisite: II41 Adobe Visual Design I
Digital Design and Animation I (TS24)	<p>This course is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling 56 with 3DS Max to build needed skills for subsequent courses. English language arts, mathematics, and science are reinforced.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
Digital Design and Animation II (TS25)	<p>This course emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios. English language arts, mathematics, and science are reinforced.</p> <p><b><i>Proof of Learning: Credential (Autodesk Certified User 3DS Max or Autodesk Certified User Maya)</i></b></p>	Prerequisite Course: TS24 Digital Design and Animation I
Game Art and Design (TS31)	<p>This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D Visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experience and a variety of software. Art, English language,</p>	Prerequisite Course: TS24 Digital Design and Animation I

	<p>arts, mathematics, and science are reinforced.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
Advanced Game Art and Design (TS32)	<p>This course is a continuation in the study of game design. Emphasis is placed on working collaboratively as a team and creating 3-D game-ready assets and environments. Students will recognize roles in a game development team, create and pitch an original game idea and understand production management in a team environment. They will gain understanding of higher-level game design concepts such as interface design, flow, and affordance. They will utilize current industry-standard AAA game engines to produce a finished multilevel game. Lastly, students will produce a project and update their work in their game design portfolio.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	Prerequisite Courses: TS31 Game Art and Design
CompTIA IT Fundamentals (BI12)	<p>This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices. English language arts, mathematics, and science are reinforced.</p> <p><b><i>Proof of Learning: Credential (CompTIA IT Fund+)</i></b></p>	
AP Computer Science Principles (0A02)	<p>This is a college-level introductory course in computer science with a national curriculum that prepares students to take the national AP Exam. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs are used as a context</p>	<p>Recommend Prerequisite: Math 1</p> <p>GPA Added Value will align with the state grade scale per school year.</p>

	<p>for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms, and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics 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. 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. Code.org is the main platform using AppLab. The class is broken up into 10 units which include: (1) Digital Information, (2) the Internet, (3) Intro to App Design, (4) Variables, Conditionals, and Functions, (5) Lists, loops, and traversals, (6) Algorithms, (7) Parameters, Return, and Libraries, (8) Create PT Prep, (9) Data, (10) Cybersecurity and Global impacts</p>	
AP Computer Sciences A (2A02)	<p>AP Computer Science A is a course with a national curriculum that prepares students to take the national AP Exam by introducing students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.</p>	<p>GPA Added Value will align with the state grade scale per school year.</p>
<p>SAS Base Programming (BP20)</p> <p><del>Standard &amp; Honors</del>  <b>NEW Honors ONLY 2023-2024</b></p>	<p>This course is the entry point for students to learn SAS programming. Students will learn how to plan and write SAS programs to solve common data analysis problems. Instruction provides practice running and debugging programs. The</p>	<p>Recommend Course: Math II</p> <p>If Honors GPA Added Value will align with the state grade scale per school year.</p>



	<p>emphasis is placed on reading input data, creating lists and summary reports, defining new variables, executing code conditionally, reading raw data files and SAS data sets, and writing the results to SAS data sets. Mathematics is reinforced. This course can help prepare students for the SAS Certified Base Programmer Exam:  <a href="http://support.sas.com/certify">http://support.sas.com/certify</a>. Students will learn through SAS onDemand, using curriculum directly from SAS. Concepts are taught in data analysis, excel manipulation as well as other programs such as powerpoint and word to display the data. SQL is also introduced in parallel to SAS-type queries. SAS certification is encouraged but not required.</p> <p><b>Proof of Learning: Credential (SAS Certified Specialist Programming Fund Using SAS 9.4)</b></p>	
<p>Computer Engineering Technology I (II21)</p> <p>Honors ONLY</p>	<p>This course is the first in a two-course series that introduces the skills required for entry-level PC technicians. It includes objectives in the following four domains, a) PC Hardware, b) Networking c) Mobile devices d) Hardware and networking troubleshooting. English language arts, mathematics, and science are reinforced. Students will learn about the differences between clients and servers, internet protocols and setup, and hardware. Hardware includes motherboards, printers, monitors, optical drives, memory, and RAM.</p> <p><b>Proof of Learning: Credential (CompTIA A+ 220-1101)</b></p>	<p>Prerequisite Course: BI12 CompTIA IT Fundamentals</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
<p>Computer Engineering Technology II (II22)</p> <p>Honors Level ONLY</p>	<p>This course is the second in a two-course series that introduces the skills required for entry-level PC technicians. It includes objectives in the following five domains, a) Windows operating system, b) Other operating systems and technologies c) Security, d) Software troubleshooting, e) Operational procedures. English language arts, mathematics, and science are reinforced. Understanding of previously taught concepts from CET I is essential and will be reviewed in some of the units. Security in the network setup up as well as software and hardware is emphasized. Scripts will be introduced as well as concepts in software. Deeper levels of troubleshooting is continued from CET I.</p>	<p>Prerequisite Course: II21 Computer Engineering Technology I</p> <p>GPA Added Value will align with the state grade scale per school year.</p>

	<b><i>Proof of Learning: Credential (CompTIA A+ 220-1102)</i></b>	
Computer Science I (BP41)	<p>Computer Science I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
Computer Science II (BP42)	<p>Computer Science II continues developing the concepts introduced in the prerequisite course, Computer Science I, introducing students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Strong communication skills are necessary and English language arts, mathematics, and computer science standards are reinforced.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	Prerequisite Course: Computer Science I (BP41)
Python Programming I (BP14)	<p>This course is designed to introduce Python as a beginning course (not intended for experienced programmers). Students will learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is</p>	Recommend Prerequisite: Math 1

	<p>required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics standards are reinforced.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
<p>Python Programming II (BP16)</p> <p><b>NEW Honors ONLY 2023-2024</b></p>	<p>This course will prepare students for jobs and careers connected with widely understood software development, which includes not only creating the code itself as a junior developer, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge which will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. Associate certification scaffolds to certification as a Certified Expert in Python Programming.</p> <p><b><i>Proof of Learning: Credential (PCAP Python Certified Associate)</i></b></p>	<p>Prerequisite: BP14 Python Programming I</p>
<p>Technology Engineering and Design (TE11)</p>	<p>This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem-solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English, language arts, and art.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	<p>OHS Only</p>
<p>Engineering Essentials PLTW (TP13)</p>	<p>Multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and</p>	<p>OHS Only</p>

	<p>challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials broadens participation in engineering education and the engineering profession.</p> <p><b><i>Proof of Learning: Third Party (PLTW) Assessment</i></b></p>	
Introduction to Engineering Design (IED) PLTW (TP11)	<p>In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Art, English, language arts, mathematics, and science are reinforced.</p> <p><b><i>Proof of Learning: Third Party (PLTW) Assessment</i></b></p>	<p>OHS Only</p> <p>Recommended Course: Successful completion of Math I/Algebra I or concurrent enrollment in Math I</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
Principles of Engineering (POE) PLTW (TP12)	<p>In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Art, English language arts, mathematics, and science are reinforced.</p> <p><b><i>Proof of Learning: Third Party (PLTW) Assessment</i></b></p>	<p>OHS Only</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
Civil Engineering and Architecture PLTW (TP23)	<p>In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. Art and English language arts are also reinforced.</p>	<p>OHS Only</p> <p>Prerequisite Course: TP11 Introduction to Engineering Design OR TP12 Principles of Engineering</p> <p>GPA Added Value will align with the state grade scale per school year.</p>

	<b><i>Proof of Learning: Third Party (PLTW) Assessment</i></b>	
Digital Electronics (DE) PLTW (TP21)	<p>In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in the industry. Art, English language arts, mathematics and science are reinforced.</p> <p><b><i>Proof of Learning: Third Party (PLTW) Assessment</i></b></p>	<p>OHS Only</p> <p>Prerequisite Course: TP11 Introduction to Engineering Design OR TP12 Principles of Engineering</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
Aerospace Engineering PLTW (TP25)	<p>In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) 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. Art, English, language arts, mathematics, and science are reinforced.</p> <p><b><i>Proof of Learning: Third Party (PLTW) Assessment</i></b></p>	<p>OHS Only</p> <p>Prerequisite Course; TP11 PLTW Introduction to Engineering Design or TP12 PLTW Principles of Engineering</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
Engineering Design & Development PLTW (TP31)	<p>In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.</p> <p><b><i>Proof of Learning: Third Party (PLTW) Assessment</i></b></p>	<p>OHS Only</p> <p>Prerequisite Course: TP21 Digital Electronics OR TP25 Aerospace Engineering OR TP23 Civil Engineering and Architecture</p>
<p>Microsoft Excel (BM20)</p> <p>HONORS level ONLY beginning 2021-2022</p>	<p>Students in Microsoft Imagine Academies benefit from a world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the most current version of the 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. Mathematics is reinforced. <b><i>Proof of Learning: Credential (MOS Excel Expert)</i></b></p>	<p>GPA Added Value will align with the state grade scale per school year.</p>

<p>Microsoft Word and PowerPoint (BM10)</p> <p>Standard and Honors</p>	<p>Students in the Microsoft Imagine Academy 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 current version of the Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of the Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced.</p> <p><b>Proof of Learning: Credential (MOS Word &amp; PowerPoint)</b></p>	<p>If Honors GPA Added Value will align with the state grade scale per school year.</p>
<p>Computer Science, IT &amp; Technology Advanced Studies</p> <p>(WB09) AAVC</p> <p>(WB41) INFO</p> <p>(WB57) STEM</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st-century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p> <p><b>Proof of Learning: Performance Based Measure</b></p>	<p>Prerequisite: 2 course credits in one pathway of Computer Science, IT &amp; Technology or Information Technology or STEM</p>
<p>Computer Science, IT &amp; Technology Internship</p> <p>(WB11) AAVC</p> <p>(WB43) INFO</p> <p>(WB59) STEM</p> <p>Standard and Honors available (If Honors GPA Added Value +.5)</p>	<p>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</p>	

	business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. <b><i>Proof of Learning: Performance Based Measure</i></b>	
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## FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS

([Apparel & Textile Production](#) • [Food & Nutrition](#) • [Interior Design](#))

Course Name	Course Description	Prerequisites - Recommendations - Notes
Principles of Family and Human Services (FC11)	Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced. <b><i>Proof of Learning: CTE State Assessment</i></b>	
Apparel and Textile Production I (FA31)	In this course students are introduced to the apparel and textile industry in the area of design, textiles, and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced. <b><i>Proof of Learning: CTE State Assessment</i></b>	OHS Only
Apparel and Textile Production II (FA32)	Students in this course will gain a deeper understanding of design principles, engineering, fabrication, and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on the application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills necessary for the	OHS Only  Prerequisite Course: FA31 Apparel and Textile Production I

	<p>successful marketing and distribution of an apparel product. Art, literacy, mathematics, science, and social studies are reinforced throughout.</p> <p><b>Proof of Learning: CTE State Assessment</b></p>	
Interior Design Fundamentals (FI21)	<p>This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on design thinking and utilization of the interior design process; human, environmental, and behavioral factors; color theory, elements, and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced.</p> <p><b>Proof of Learning: CTE State Assessment</b></p>	
Interior Design Studio (FI22)	<p>This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet the living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.</p> <p><b>Proof of Learning: Performance Based Measure</b>  <i>Supplemental Credential: PrePac in Fashion Textiles &amp; Apparel</i></p>	Prerequisite: FI21 Interior Design Fundamentals
Interior Design Technology (FI23) Honors Level Only	<p>This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced.</p> <p><b>Proof of Learning: Credential (Revit)</b></p>	<p>Prerequisite: FI21 Interior Design Fundamentals</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
Food & Nutrition I (FN41)	<p>This course examines the nutritional needs of the individual. Emphasis is</p>	



	<p>placed on the fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced.</p> <p><b>Proof of Learning: CTE State Assessment</b>  <i>Supplemental Credential: ANSI Accredited Food Handler Certification</i></p>	
Food & Nutrition II (FN42)	<p>In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines.</p> <p><b>Proof of Learning: CTE State Assessment</b>  <i>Supplemental Credential: ANSI Accredited Food Protection Manager</i></p>	Prerequisite Course: FN41 Food & Nutrition II
<p>Family and Consumer Sciences (FCS) - Advanced Studies</p> <p>Interior Design (WB05) ARCH</p> <p>Apparel Design (WB09) AAVC</p> <p>Foods (WB37) HUMA</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st-century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p> <p><b>Proof of Learning: Performance Based Measure</b></p>	Prerequisite courses: 2 technical credits in Apparel Design (AAVC), Interior Design (ARCH), or Foods Pathways (HUMA)
Family and Consumer Sciences (FCS) Internship	A CTE Internship allows for additional development of career and technical competencies within a general career	

Interior Design (WB07) ARCH Apparel Design (WB11) AAVC Foods (WB39) HUMA Standard and Honors available (If Honors GPA Added Value +.5)	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. <b><i>Proof of Learning: Performance Based Measure</i></b>	
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## HEALTH SCIENCES EDUCATION CAREER PATHWAYS

### [Healthcare Professional](#)

Course Name	Course Description	Prerequisites - Recommendations - Notes
Foundations of Health Sciences (HU10)	This course is designed for students to acquire foundational knowledge pertinent to healthcare professionals. Topics include advancements in healthcare, medical terminology, the mathematics used in healthcare, the domains of healthcare, and in-demand healthcare careers. Students will enhance their communication, leadership, and career decision-making skills. English language arts and mathematics are reinforced. <b><i>Proof of Learning: CTE State Assessment</i></b>	CRHS Only
Health Science I (HU40)	This course is developed to focus on human anatomy, physiology, and human body diseases and disorders, and recognizing and responding to first aid emergencies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. <b><i>Proof of Learning: CTE State Assessment</i></b> <i>Supplemental Credential: First Aid</i>	CRHS Only
Health Science II (HU42)	This course was developed to help students expand their understanding of the healthcare industry, including employability skills, safety and infection	CRHS Only  Prerequisite Course: HU40 Health Sciences I

	<p>control procedures, and clinical skills used by allied health professionals. In addition, students will demonstrate their understanding of cardiovascular and respiratory systems by applying BLS CPR skills. Projects, teamwork, and demonstrations serve as instructional strategies to reinforce the curriculum content. English language arts and science are reinforced in this course.</p> <p><b>Proof of Learning: Performance Based Measure</b>  <i>Supplemental Credentials: Basic Life Support, Stop the Bleed, OSHA 10 Hour Certification</i></p>	
<p>Nursing Fundamentals and Practicum (HN43)</p> <p>Honors Level Only</p> <p>2023-2024 Not an available CRHS course, but see Counselor for CCP option NAS 101</p>	<p>This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced.</p> <p><b>Proof of Learning: Credential (NC Nurse Aide I)</b></p>	<p>CRHS Only</p> <p>2 Credits</p> <p>Grades 11 - 12</p> <p>Prerequisite Courses: Health Science II Recommended approved application</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
<p>Health Sciences Advanced Studies (WB29) HLTH</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st-century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p> <p><b>Proof of Learning: Performance Based Measure</b></p>	<p>Prerequisite courses: 2 technical credits in Health Sciences HLTH</p>

<p>Health Careers Internship</p> <p>(WB31) HLTH</p> <p>Standard and Honors available (If Honors GPA Added Value +.5)</p>	<p>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.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
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## TRADE AND INDUSTRIAL EDUCATION CAREER PATHWAYS

[Construction Technology](#) • [Firefighter Technology](#) • [Law & Justice](#)  
[PLTW Engineering](#) • [Public Safety](#) • [Woodworking](#)

Course Name	Course Description	Prerequisites - Recommendations - Notes
Construction Core (IC00)	<p>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 construction drawing blueprints, material handling, basic communication skills, 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.</p> <p><b><i>Proof of Learning: Credential (NC NCCER Const Core)</i></b></p>	OHS Only
Construction Technology I (IL80)	<p>This course covers advanced technical aspects of carpentry with emphasis on</p>	OHS Only

	<p>the development of skills introduced in Construction Core. Topics include plans, framing, footings, foundations, wall sheathing, insulation, vapor barriers, gypsum board, and underlayment. Skills in measurement, leadership, safety, mathematics, and problem-solving are reinforced in this course. Hands-on work experiences with the Hands for Habitat Project enhances classroom instruction and career development.</p> <p><b>Proof of Learning: Local Teacher Made Assessment</b>  <i>Supplemental Credential: OSHA 10 Hour Certification</i></p>	Prerequisite Course: IC00 Core Construction
Construction Technology II (IL81)	<p>This course covers issues related to planning, management, finance, labor, technology, community, health, environment, and safety. Topics include estimating, leveling instruments, forms, special framing, interior and exterior finishing, cabinets, built-ins, and metal studs. Skills in technical subjects, production, leadership, safety, problem-solving, and mathematics are reinforced in this course. Hands-on work experiences with the Hands for Habitat project enhances classroom instruction and career development.</p> <p><b>Proof of Learning: Local Teacher Made Assessment</b></p>	<p>OHS Only</p> <p>Prerequisite Course: IL80 Construction Technology I</p>
Firefighter Technology 1 (IP31)	<p>This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include Orientation, Communications, Health and Safety, PPE, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control. English language arts are reinforced.</p> <p><b>Proof of Learning: Credential (NCOSFM - NC Office of State Fire Marshal)</b></p>	OHS Only
Firefighter Technology II (IP32)	<p>This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include Ladders, Ventilation, Ropes and Knots, Search and Rescue, Water Supplies and Hose and Streams and Appliances, and Emergency Medical Care. This course prepares students for the North Carolina firefighter certification modules. English language arts are reinforced.</p> <p><b>Proof of Learning: Credential</b></p>	<p>OHS Only</p> <p>Prerequisite Course: IP31 Firefighter Technology I</p>

	<b>(NCOSFM - NC Office of State Fire Marshal)</b>	
<p>Firefighter Technology III (IP33)</p> <p>Honors Level ONLY</p>	<p>This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Rescue, Fire Detection and Suppression Systems, Fire and Life Safety Initiatives, Mayday, HM (HAZMAT) Ops, and TIMS. This course prepares students for the North Carolina firefighter certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. English language arts are reinforced. <b>Proof of Learning: Credential (NCOSFM - NC Office of State Fire Marshal)</b></p>	<p>OHS Only</p> <p>Prerequisite Course: IP32 Firefighter Technology II</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
<p>Woodworking I (IM21)</p>	<p>This course introduces career information, employment opportunities, and skills required for work in the woodworking and cabinetmaking industry. Topics include the woodworking industries, health, and safety design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing. English language arts and mathematics are reinforced.</p> <p><b>Proof of Learning: CTE State Assessment</b></p> <p><i>Supplemental Credential: OSHA 10 Hour Certification</i></p>	<p>CRHS Only</p>
<p>Woodworking II (IM22)</p> <p><b>NEW Honors ONLY 2023-2024</b></p>	<p>The course teaches the development of knowledge and advanced skills in the woodworking and cabinetmaking industry. Emphasis is placed on advanced principles applied to the woodworking and cabinetmaking industry. Topics include advanced levels of the cabinet making industry, health and safety, design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing. English language arts and mathematics are reinforced.</p> <p><b>Proof of Learning: Credential (Woodwork Career Alliance Sawblade Certification - WCA)</b></p>	<p>CRHS Only</p> <p>Prerequisite Course: IM21 Woodworking I</p>
<p>Furniture Making III (IL15)</p>	<p>This course covers the development of more advanced knowledge and skills in the furniture and cabinetmaking industry. Emphasis is placed on construction</p>	<p>CRHS Only</p> <p>Grades 11 - 12</p>

	<p>principles as applied to mass production. Advanced individualized project-based instruction is provided on a variety of topics including design and construction, woodturning, marquetry, carving, veneering, vacuum pressing, inlaying, laminating, and finishing. Students are encouraged to enter national design competitions and seek WoodLINKS certification.</p> <p><b><i>Proof of Learning: Local Teacher Made Assessment</i></b></p>	Prerequisite Courses: IM22 Woodworking II and instructor approval
Law & Justice I (IP41)	<p>Students desiring to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized. English language arts are reinforced.</p> <p><b><i>Proof of Learning: Credential (National Law Enforcement Certification SPSS)</i></b></p>	CRHS Only
<p>Law &amp; Justice II (IP42)</p> <p>HONORS level ONLY beginning 2021-2022</p>	<p>This course emphasizes "need-to-know" information for protection officers throughout the security industry and is aligned to the International Federation of Protection Officers (IFPO) certification as a Certified Protection Officer (CPO). Course content includes Foundations in Law Enforcement and Protective Services, Communications in Law Enforcement and Protective Services, Protection Officers Functions, Crime Prevention and Physical Security, Safety and Fire Protection, Information Protection, Deviance Crime and Violence, Risk and Threat Management, Procedures in Investigations, Legal Aspects of Security, Procedures for Officer Safety and Use of Force,</p>	<p>CRHS Only</p> <p>Prerequisite Course: Law &amp; Justice I</p> <p>GPA Added Value will align with the state grade scale per school year.</p>

	<p>Procedures for Relations with Others, and AHA First Aid Certification. English language arts are reinforced.</p> <p><b><i>Proof of Learning: Credential (Certified Protection Officer - CPO)</i></b></p>	
Public Safety I (IP11)	<p>This course provides basic career information in public safety including corrections, Emergency Medical Services (EMS), emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.</p> <p><b><i>Proof of Learning: Credential (Law &amp; Public Safety Introductory Competency)</i></b></p> <p><i>Supplemental Credential: National Incident Management System (NIMS)</i></p>	
<p>Public Safety II (IP12)</p> <p>HONORS level ONLY beginning 2021-2022</p>	<p>This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, NECI 40-hour 9-1-1 Basic Communications course certification is available through this course.</p> <p><b><i>Proof of Learning: Credential (Community Emergency Response Team - CERT AND NECI 911 Basic Communication)</i></b></p>	<p>Prerequisite Course: IP11 Public Safety I</p> <p>GPA Added Value will align with the state grade scale per school year.</p>
<p>Trade &amp; Industrial Advanced Studies</p> <p>Construction (OHS Only) WB05 (ARCH)</p> <p>WB45 (LAW)</p> <p>Woodworking or Furniture &amp; Cabinetmaking (CRHS only) WB49 (MANU)</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. 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</p>	<p>Prerequisite courses: 2 technical credits in the aligned course pathway</p>



	<p>paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st-century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
<p>Trade &amp; Industrial Internship</p> <p>WB07 (ARCH) WB47 (LAW) WB51 (MANU)</p> <p>Standard and Honors available (If Honors GPA Added Value +.5)</p>	<p>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.</p> <p><b><i>Proof of Learning: Performance Based Measure</i></b></p>	
<p>Videography PHO222 WC05 (PS Code) PHO224 WC06 (PS Code)</p> <p>ACC CCP Courses</p>	<p>This course is a community college credit course designed to teach the basic skills and processes necessary for digital video production and editing. Emphasis is placed on the following: teamwork, creative development, technical skills, production techniques/styles, professionalism, media literacy, and career and college readiness. Students will create videos including documentaries, narratives, commercials, music videos, video resumes, and special projects. Upon completion of this course, students should be able to develop, produce, edit and output professional quality, short digital video using the latest digital formats and computer software.</p>	<p>CRHS Only</p> <p>Grades 11 - 12</p> <p>Prerequisite: Community college requires students to be in 11th or 12th grade</p>
<p>Photography GRD 167 WC05 (PS Code) GRD 168 WC06 (PS Code)</p> <p>ACC CCP Courses</p>	<p>This course introduces basic camera operations and photographic production. Topics include subject composition, depth of field, shutter control, light control, color, photo-finishing, and digital imaging, correction and output. Upon completion, students should be able to produce traditional and/or digital photographic prints with acceptable technical and</p>	<p>CRHS Only</p> <p>Grades 11 - 12</p> <p>Prerequisite: Community college requires students to be in 11th or 12th grade</p>

## ENGLISH

In North Carolina and Orange County, all students are required to take and pass four consecutive English courses: English I, II, III, and IV. Courses in the Secondary English Language Arts Program in Orange County Schools closely follows the North Carolina Department of Public Instruction's Standard Course of Study. Students, moreover, have the opportunity to take different versions of these courses that meet the North Carolina guidelines for honors-level work, and students may take the College Board's Advanced Placement (AP) classes or International Baccalaureate (IB) in lieu of their English III and English IV courses and still meet state graduation requirements.

The core English classes are by nature process-oriented, with students demonstrating increasingly sophisticated levels of performance in reading and writing, speaking and listening, and viewing and creating multimedia products. Additionally, according to the state curriculum, each grade level course has certain literature requirements.

Students also learn and apply grammar and usage rules to written compositions and spoken language. While preparing multimedia projects (projects that incorporate written text, images, and speech or sound), pupils practice public speaking.

Each year, English students complete a research project. The research topic for each course is relevant to course texts and concepts, and the research product requires an increased skill level with each consecutive course.

Students in English I are expected to study the various literary genres (poetry, fiction, non-fiction, and drama) and accompanying literary features; English II, world literature with the exclusion of literature from the United States and the United Kingdom; English III, the literature of the United States; and English IV, the literature of the United Kingdom (Britain, Scotland, Wales, Ireland).

In addition to core classes in English, the Orange County Schools Secondary Program offers students a variety of electives, from classes in special literary genres to hands-on production courses in journalism to classes in public speaking and creative writing. The ultimate goal of all these classes, whether electives or core courses, is to produce 21st-century citizens and workers who:

- Understand the power of language
  - Can express their wishes, desires, and dreams to a variety of audiences for a variety of purposes and in a variety of texts
  - Can analyze and evaluate the ideas of others as expressed in a variety of texts and situations
- Understand the language of power
  - Can manipulate standard written and spoken English
  - Can manipulate print and non-print (oral and multimedia) texts
- Are lifelong critical and imaginative readers, writers, listeners, speakers, consumers, and producers

### NOTES:

- Honors courses receive 0.5 additional quality points. A course designated "AP" or "IB" will receive 1.0 additional quality point.
- All English courses are semester courses unless otherwise noted.
- English courses are part of the NC graduation requirements. All students must take some version of English I, II, III, and IV.

- Courses open to 9th graders are Honors Reading and Composition for Advanced 9th Grade, English I, and Honors English I.

Literacy Studies	This course is designed for students on the Future Ready Core Academic Pathway who are struggling readers. Students who are not proficient in reading at the end of their eighth-grade year are enrolled in this course. Students will be taught skills in the areas of reading comprehension, fluency, and engagement through the use of high-interest, leveled texts. Students will develop a “toolbox” of problem-solving strategies for overcoming obstacles and deepening comprehension of texts in various academic disciplines. While the emphasis is placed on communication for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. Enrollment in this course will be contingent on the results of a leveled reading assessment.	Grade 9
English I	This course explores ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While the emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes.	Grade 9
English I – Honors	This honors course explores ways that audience, purpose, and context shape oral communication, written communication, and media and technology by requiring students to study more challenging texts, demonstrate critical thinking in generating thought-provoking questions, and work as self-directed and reflective learners independently and as leaders and collaborators in groups. Although emphasizing personal expression, the class also engages students in meaningful communication for expressive, expository, argumentative, and literary purposes. Students in this class will be prepared for success in AP/IB courses as upperclassmen.	Grade 9
Reading & Composition – Honors	This rigorous, honors-weighted course is designed to awaken students’ intellectual curiosity. The course will emphasize contemporary and historical problems and issues, engaging students in reading and writing based on a variety of fiction and non-fiction print and non-print texts. Lessons involving cultural awareness, synthesis of information, source selection and analysis, SAT skills preparation, and communication skills will provide students with a foundation for advanced English coursework. Students will learn foundational writing components of rhetorical analysis, synthesis, research, and argumentation that makeup AP, IB, and college writing courses and assessments.	Grade 9, 10  Prerequisite Course: 8 <sup>th</sup> Grade English I
English II	This course involves reading, discussing, and writing about both classical and contemporary world literature (excluding British and American authors). Students will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative, and literary purposes, although the emphasis will be placed on informational contexts. The End-of-Course test is required.	Grade 10

English II – Honors	This honors course involves reading, discussing, and writing about both classical and contemporary world literature (excluding British and American authors). Students will continue to explore language for expressive, explanatory, critical, argumentative, and literary purposes, although the emphasis will be placed on informational contexts. This course, moreover, requires students to study more challenging texts, demonstrate critical thinking in generating thought-provoking questions and work as self-directed and reflective learners independently and as leaders and collaborators in groups. Students in this class will be prepared for success in AP/IB as upperclassmen. The End-of-Course test is required.	Grade 10
English III	This course focuses on United States literature as it reflects the social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is the critical analysis of texts through reading, writing, speaking, listening, and using media.	Grade 11
English III – Honors	This honors course focuses on United States literature as it reflects the social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is the critical analysis of texts through reading, writing, speaking, listening, and using media. This course, moreover, requires students to study more challenging texts, to demonstrate critical thinking in generating thought-provoking questions, and to work as self-directed and reflective learners independently and as leaders and collaborators in groups.	Grade 11
English IV	This course requires students to integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be lifelong learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British literature. The emphasis in English IV is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media.	Grade 12
English IV – Honors	This honors course requires students to integrate all the language arts skills gained throughout their education. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British literature and an emphasis on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. This course, moreover, requires students to study more challenging texts, to demonstrate critical thinking in generating thought-provoking questions, and to work as self-directed and reflective learners independently and as leaders and collaborators in groups.	Grade 12
CCRG - English IV	English IV College Ready (CCRG) Course Credit: 1 Unit Course Description: This course provides a comprehensive overview of canonical British literature texts and covers competencies delivered in community college developmental reading and English courses. The standards in this course are aligned to the NCDPI Standard Course of Study for English IV. In addition, students will review foundational concepts necessary for reading and writing proficiency as well as a variety of reading, analysis, writing, research, and presentation skills. Upon completion of this course, students will be ready for community or university transfer.	Prerequisite Courses: English I, English II, English III

AP English Language & Composition	This intense college-level, College Board class helps students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through writing and reading in this course, students become aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The course focuses on a study of both non-fiction and American literature.	Grade 11  Recommended Courses: Honors Reading & Composition; Honors English II
AP English Literature & Composition	Offered for academically advanced students, this intense college-level, College Board course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Students are expected to take the AP English Literature and Composition Exam. Some colleges offer college credit to students based on their AP test scores. Prior to the first day of class, students are required to read one assigned book and complete a written assignment prior.	Grade 12  Recommended Courses: Honors English III or AP English Language & Composition
IB English III	Language and Literature A1 Higher Level is a 2-year course that encourages students to see literary works as products of art and their authors as craftsmen whose methods can be analyzed in a variety of ways and on a number of levels. The course is designed to broaden students’ perspectives through the study of a variety of text types from the US and other cultures and to understand the relationships between works as well as their importance in society. Students are allowed to make significant choices regarding their assessments and are encouraged to respond to literature in creative ways. The curriculum is prescribed and approved by the International Baccalaureate Organization. Some colleges offer college credit to students based on their IB assessment scores.	CRHS Only  Grade 11  Recommended Courses: Honors Reading & Composition; Honors English II
IB English IV		Grade 12  Prerequisite Course: IB English III
English Electives: Please note that elective courses are taught subject to student demand, sufficient enrollment, and/or teacher availability.		
Creative Writing I	Creative writing is an academic course designed to challenge students to think critically and creatively about writing in all genres. Students will work to enhance their writing skills by reading, studying, and imitating successful classic and contemporary authors to develop their own writing styles.	
Creative Writing II	This course continues the development of the creative abilities and skills for young writers. In addition to submitting finished manuscripts in several genres, students will publish a creative arts magazine.	
Film 101	In this course, students will identify, evaluate, and apply cinematic, dramatic, and literary elements of selected film clips and films, structural elements and techniques of film reviews, dramatic and literary techniques of writing screenplays, and oral expression strategies. Students will produce a written film review, a written screenplay, and a dramatic reading. Student performance will also be measured via quizzes and tests.	CRHS Only

Introduction to Poetry	This course is dedicated primarily to the close study and analysis of poetry and poetic forms and will have limited opportunity for students to write their own verse. Broad ranges of poetry will be covered, from Ancient Greek to modern times. Students taking this course should be seriously interested in dissecting all aspects of poetry in order to fully understand the poet's skill.	CRHS Only Grades 11 - 12
Minority Literary Studies	This course uses literature from a variety of texts to study race and multiculturalism as major components of American culture. Students will study the literature and writings of selected African-American, American Indian, Asian-American, Latin-American, and women writers.	CRHS Only
Media Studies	Media Studies will be an in-depth, hands-on exploration into all major areas of mass media. This project-based class will include sections on music (rock and roll, metal, hip hop, blues, jazz), movies, the internet, video games, newspapers, and of course television. Also featured will be expert guests to introduce real world insight into the power and prominence of the media in our lives.	CRHS Only Grades 11 - 12
Mythology	This course focuses on the analysis of myth in literature from ancient times to the present, with special attention to classical (Greek/Roman) mythology, but also with the inclusion of myths from a variety of cultures (i.e., African, Norse, and Native American). Students will explore and examine the history and influence of mythological motifs and figures through various literary texts and other artistic forms.	Grades 10 - 12
SAT/ACT Prep	This course prepares students for the SAT Reasoning test, but also includes some preparation for the ACT. The course is equally split between the Math and Verbal sections of the test. Students will learn the structure and format of the tests, learn the concepts that are tested, practice the types of questions, learn "brain" exercises, diagnose strengths and weaknesses, and practice strategies for successful test-taking. Students will collaborate, problem solve, and use the most up-to-date research for mastering the test. Students will register with the college board and learn to use the websites and resources available to them.	CRHS Only Grades 10 - 12  Recommended Courses: Concurrently taking Math II or III
Public Speaking I	Public Speaking is the coordination of mind, body, and voice to communicate ideas. In this course, students will prepare speeches, deliver them to the class/audience, observe and comment on the rhetoric and delivery of television and radio personalities, and participate in class discussions. Students will also learn how to integrate multimedia technology into presentations. The course enables students to develop poise and effective techniques for various speaking situations.	
Public Speaking II	Public Speaking II focuses on performance-based learning for students to further explore the coordination of mind, body, and voice to communicate ideas. Students will analyze speeches, rhetorical devices, and rhythm, and apply gleaned ideas when preparing informative, persuasive, and ceremonial speeches. Students will analyze body language, storytelling, and multimedia presentations, and demonstrate learned techniques when performing speeches. Students will also practice impromptu, informal, and formal speeches, seminars, discussions, debate, and broadcast journalism.	OHS Only

**Journalism Electives:**

Journalism (newspaper and yearbook) courses are classes/workshops designed to instruct as well as to produce publications. Because of the need for continuity of staff throughout an academic year, **students are encouraged to sign up for two semesters in Newspaper or two semesters in Yearbook during a given academic year.** Exceptions may be made with teacher permission.

A maximum of six journalism courses of either kind (newspaper or yearbook) spread over the student's 9th, 10th, 11th, and 12th grades will be allowed.

Newspaper I	This introductory journalism course is designed for students interested in the basics of newspaper journalism and the production of the school newspaper. This course introduces students to the function of newspapers; the ethics of journalism; the writing of news, features, columns, editorials, and reviews; as well as the basics of photography. Working with more advanced students, Newspaper I students will produce the school newspaper. Some after-school work may be required. Available to second semester freshmen.	Grades 9 - 12
Newspaper II	This second-level journalism course is designed to help students refine those skills acquired in Newspaper I, including more in-depth interviewing and reporting, as well as understanding the business management aspect of newspapers. Working with more advanced students, these students will produce the school newspaper. Some after-school work may be required.	Grades 10 - 12  Prerequisite Courses: Newspaper I, application, and instructor's permission

Newspaper III – Honors Available	This course is for those students interested in continuing their work on the school newspaper, exploring more specialized journalism such as finance, copy editing, sports writing, particular school “beats,” column writing, review writing, cartooning, photojournalism, and editorial writing. Some after-school work will be required.	Grades 10 - 12  Prerequisite Courses: Newspaper II and instructor's permission
Newspaper IV – Honors Available	Students in this course will refine skills acquired in earlier courses, as well as learning management and leadership skills by functioning as team leaders and managers or associate editors on the newspaper staff. Some after-school work will be required.	Grades 10 - 12  Prerequisite Courses: Newspaper III and instructors permission
Newspaper V – Honors Available	This course, for juniors or seniors, allows newspaper staff members to develop advanced journalistic skills as well as leadership skills. Students are required to fill the editor, manager, or other leadership positions on the staff. They participate in the planning and publication of the newspaper from beginning to end, including editing responsibilities and responsibility for layouts.	Grades 11 - 12  Prerequisite Courses: Newspaper IV and instructor's permission
Newspaper VI – Honors Available	This level course provides advanced journalism students an opportunity to continue refining skills acquired in earlier courses as well as deliver training modules for more novice students. Students in this course are required to fill editor or manager positions on the staff and take leadership positions. A portfolio demonstrating students' master of skills will be required. After-school work will be required.	Grades 11 - 12  Prerequisite Courses: Newspaper V and instructor's permission
Yearbook I	The introductory yearbook course offers the student involvement in the production of the yearbook, including photography, digital image placement, copywriting, and advertising. Some after-school work will be required. At OHS, Yearbook requires year-long participation. Students will take level I in the fall semester and level II in the spring semester.	Grades 10 - 12  Prerequisite Courses: Application and



		prior English teacher recommendation
Yearbook II	This second level yearbook course will help students refine skills acquired in the first course, as well as skills in proofing and revision, more advanced desktop publication computer skills, and photography. Some after- school work may be required.	Grades 10 - 12  Prerequisite Courses: Yearbook I and instructor's approval
Yearbook III – Honors Available	Students in this course will refine acquired skills in writing, proofing, and photography. Students will also learn the fundamentals of layout design and business management for the yearbook. Some after-school work may be required. Requires year-long participation.	Grades 10 - 12  Prerequisite Courses: Yearbook II and instructor's approval
Yearbook IV – Honors Available	This course will continue to allow students to refine and utilize the skills necessary for the production of the school yearbook (writing, photography, proofing, advertising, and design.) These students will serve as senior staff members and/or as associate editors and managers. Some after-school work may be required.	Grades 10 - 12  Prerequisite Courses: Yearbook III and instructor's approval
Yearbook V – Honors Available	This course, open to juniors and seniors, is designed for advanced yearbook staff members who fill editorial, managerial, and other leadership positions for the publication. They are responsible for planning and producing the yearbook and managing other staff members. These students will produce a portfolio documenting their mastery of the necessary skills. After-school work will be required. Requires year-long participation at OHS.	Grades 11 - 12  Prerequisite Courses: Yearbook IV and instructor's permission
Yearbook VI – Honors Available	This level course provides advanced yearbook students an opportunity to continue refining skills acquired in earlier courses as well as deliver training modules for more novice students. Students in this course are required to fill editor or manager positions on the staff and take leadership positions. A portfolio demonstrating students' mastery of skills will be required. After school work will be required. Yearlong participation is required at OHS.	Grades 11 - 12  Prerequisite Courses: Yearbook V and teacher recommendation

### SPECIAL SERVICES

A student must have a current Individualized Education Program (IEP) to be eligible to enroll in any of the courses listed in this section. In order to enroll in the class, an IEP decision would be required by an IEP team determining that the course is necessary to provide specially-designed instruction in accordance with the student's IEP.

Academic Skills Strategies	This course offers study skills and strategies for greater success in academic courses and for successful completion of the Standard Course of Study. Students will work on assignments and projects from their academic classes, as well as work toward the goals and objectives stated on their IEPs. In order to enroll in this course, it must be noted in the student's Individualized Educational Plan (IEP).	Grades 9 - 12
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The **Future Ready Core Occupational Course of Study** is one of two courses of study a student with disabilities may complete to graduate with a high school diploma in North Carolina. The FRC-OCS is available for those students with disabilities who are specifically identified for this program. The FRC-OCS is intended to meet the educational and career development needs of a small group of students with disabilities who require a variety of substantive instructional supports and accommodations throughout the school day to access and make progress towards grade-level standards. Most students with disabilities will participate in and complete the Future Ready Core Standard Course of Study (FRC-SCOS) with the use of accommodations and supplemental aids and services as identified in the student's IEP. The FRC-OCS is intended for students whose primary goal is to go directly into employment or to attend a postsecondary education program resulting in licensure or credential upon graduation from high school.

Occupational English I	The OCS English I course is strategically aligned with North Carolina Standards for English I. Students will gain mastery of curricular concepts through a survey of world literature. Through textual analysis of literary genres including short stories, poetry, drama, epics, nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on career readiness, the student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be honed through the regular use of a variety of web tools and technical processes.	Grade 9
Occupational English II	The OCS English II course is strategically aligned with the North Carolina Standards for English II. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause, and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be honed through the course.	Grade 10
Occupational English III	The OCS English III course is strategically aligned with the North Carolina Standards for English III. Students will gain mastery of curricular concepts through a survey of American literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills. Technology skills will be honed through the course.	Grade 11
Occupational English IV	The OCS English IV course is strategically aligned with the North Carolina Standards for English IV. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of the English language in various contexts including literary and non-literary texts, the student will explore, examine, and evaluate a wide variety of modes of expression. The course will also prepare students for the development of a comprehensive research-based essay. Technology skills will be honed through the course.	Grade 12
Occupational Applied Science	The OCS Applied Science course teaches students environmental, physical, and life science concepts through engaging units which cover human impacts on the environment, energy and its conservation, properties of matter, dangers and uses of common chemicals, force, and motion, electricity and magnetism, and the human body systems. Technology skills will be honed through the course. Students explore these topics through hands-on activities and by applying the concepts they learn	Grade 9

	to real-world situations.	
Occupational Biology	This OCS Biology course is intended for students to develop an understanding of biological processes and discover how life science is an integral part of other sciences and society. Students will have opportunities to engage in hands-on, as well as minds-on activities, that are aligned with the North Carolina Essential Standards. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms as well as acquire an understanding of the matter, energy, and organization in living systems. Technology skills will be reinforced throughout the entire course.	Grade 10
Employment Preparation I: Science	This course covers the following content focus areas: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Health and Safety, Career Development and Planning, Personal Management, and includes elements of the nature of Science. This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post-school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. They are communication, ethics, problem-solving, professionalism, resource management, and teamwork.	Grade 9
Occupational Intro to Mathematics	The OCS Introduction to Mathematics Course teaches the Essential Standards for Introductory Math and prepares the students for Math 1. In this course, students learn introductory algebra and other important life-skills in nine engaging units covering working with numbers, fractions and decimals, rates and ratios, time and measurement, working with algebraic expressions, solving equations and inequalities, working with points and lines, working with data sets, and working with basic geometric figures. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways.	Grade 9
Occupational Math I	The OCS Math I course is strategically aligned with the North Carolina Standards for Math I. The purpose of this course is to deepen and extend students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Additionally, students engage in methods for analyzing, solving, and using quadratic functions, are introduced to operations with real numbers and polynomials, and are asked to explain and use volume formulas. Finally, students work with the application of linear, quadratic, and exponential functions. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.	Grade 10
Occupational Financial Management	OCS Financial Management assists with preparing students to understand the economic activities and challenges for adult living, the role of lifestyle goals in education and career choices, procedures in successful job search, financial forms used in independent living, and shopping options and practices needed to soundly meet one's consumer needs. The course covers the topics of personal financial planning, wages, and compensation, state and federal taxes, consumer spending, credit, and insurance.	Grade 11-12

Employment Preparation IV: Math	<p>Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Employment Applied Math, Health and Safety, Career Development and Planning, Personal Management, and includes mathematical practices applied and integrated into the employment environment and supporting independent living Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post-school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. They are communication, ethics, problem-solving, professionalism, resource management, and teamwork.</p>	Grade 12
Occupational American History I	<p>OCS American History I: The Founding Principles 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. American History I: The Founding Principles 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.</p>	Grade 11-12
Occupational American History II	<p>OCS American 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 American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.</p>	Grade 11-12
Occupational Founding Principles, North Carolina Civic Literacy	<p>Through the study of OCS Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. As informed decision-makers, students will apply acquired knowledge to real-life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.</p>	Grade 11-12

Occupational Economics and Personal Finance	This course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. Students will be taught the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. In addition, they will gain an understanding of the relationship between education, income, career, and desired lifestyle. Students will learn money management skills and strategies, gain knowledge of financial institutions and how to use them, and understand factors associated with consumer decision making including saving and investing and resource planning.	Grade 10
Employment Preparation II: Citizenship 1A/1B	Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship. Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post-school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. They are communication, ethics, problem-solving, professionalism, resource management, and teamwork.	Grade 10
Employment Preparation III Citizenship 2A & 2B	Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post-school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. They are communication, ethics, problem-solving, professionalism, resource management, and teamwork.	Grade 11
Occupational Preparation I	OCS Occupational Preparation I is designed to introduce students to the fundamentals, attitudes, behaviors, and habits needed to obtain, maintain, and advance employment in their chosen career fields. Students will participate in school-based learning activities designed to develop positive work ethics, job-seeking skills, decision-making skills, and self-management. School-based work training activities will include activities such as school-based enterprises and hands-on vocational training activities completed throughout the school campus. 150 hours of documented school-based training would be the expectation during this course. Students begin formal career planning in this course and continue this process throughout the strand of Occupational Preparation courses. This course is part of a sequential series of courses designed to be taken in order.	Grade 9
Occupational Preparation II	Two credits of OCS Occupational Preparation II are required for graduation with a diploma in the OCS Diploma Pathway. The two sections of Occupational Preparation II are designed to be offered in back-to-back course periods during the same semester or across semesters. This schedule allows students time to participate in school-based and, as appropriate, community-based vocational training. This course is designed	Grade 10

	to allow students to develop soft skills appropriate to all careers. Students have opportunities to develop appropriate interpersonal and problem-solving skills with an understanding of cultural diversity. Students will have opportunities to develop and apply self-advocacy skills as well as collaboration skills as they work in teams. Course activities may take place in a variety of settings including the classroom, whole school environment, and the community. Students begin to work on the 225 community-based training hours that are required for this diploma pathway.	
Occupational Preparation III	This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education and/or apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality and job skills. Multiple opportunities for leadership development and self-determination are provided. Students continue to work on the 225 community-based training hours and begin to work on the 225 hours of paid employment, unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours that are required for this diploma pathway.	Grade 11
Occupational Preparation IV	This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 225 hours of paid employment, unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours that are required for this diploma pathway in order to reach the required 600 total hours required for successful completion of the Occupational Course of Study. Students also will develop a career portfolio that provides an educational and vocational record of their high school experience. Students are required to formally present their work portfolio to a panel of Orange County staff.	Grade 12

## MATHEMATICS

The high school mathematics course of study provides a rigorous sequence of skills and concepts that will prepare students for post-secondary education and work in the 21st century. As students progress through high school, they will continue working in the strands started in middle school using those skills and concepts as a foundation for the individual courses taken at the high school level. High school math students should be able to determine appropriate technology and strategies to model and or solve problems. Working individually or collaboratively, students should be able to communicate the mathematical processes which were involved in the investigations.

In order to graduate from Orange County Schools, a student must earn a minimum of four credits in mathematics. The three required math credits are: Math I, Math II, and Math III. The fourth math must be one additional mathematics course aligned with the student's post-high school plans.

Honors courses will receive .5 additional quality points. A course designated "AP" or "IB" will receive 1.0 additional quality points.

Foundations of Math I	This course provides students a survey of preparatory topics for high school mathematics, including the foundations for high school Math I. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment.	Grade 9
Foundations of Math II	Foundations of Math II is a hands-on course allowing students to use Algebra I/Math I skills to analyze different geometrical concepts. This course will allow students to develop an understanding of the fundamentals of geometry in order to be successful in Math II. This will be an elective course for students who need more skill-building and concrete practice.	Grades 10 - 12  Prerequisite Course: Math I
NC Math I  NC Math I Honors	The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Math I. The final exam is the North Carolina End-of-Course test based on the Math I standards.	Grades 9 - 11

NC Math 2	In Math II, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Math II.	Grades 9 - 12  Prerequisite Course: NC Math I
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NC Math 2 Honors	<p>Honors Math II demands a more challenging approach to the student's study of Math II concepts. Students will have opportunities to take greater responsibility for their learning. In Math II (Honors), students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors Math II contains additional topics that will begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Math II.</p>	<p>Grades 9 - 11</p> <p>Prerequisite Course: NC Math I</p>
NC Math 3	<p>This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The final exam is the North Carolina End-of-Course test based on the Math III standards.</p>	<p>Grades 10 - 12</p> <p>Prerequisite Course: NC Math 2</p>

NC Math 3 Honors	Honors Math III demands a more challenging approach to the student's study of Math III concepts. Students will have opportunities to take greater responsibility for their learning. This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and exponential, and logarithmic functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Math III. The final exam is the North Carolina Final Exam based on the Math III standards.	Grades 10 - 12  Recommended: NC Math 2 Honors
NC Math 4  NC Math \$ Honors	The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry, and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college-level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.	Prerequisites: NC Math 1, NC Math 2, NC Math 3
CCRG Math	The State Board of Community Colleges (SBCC) in consultation with the State Board of Education(SBOE) developed a program that introduces the college developmental math curriculum in high school. High school students that are not career and college-ready by the end of their junior year, will have opportunities for college remediation prior to high school graduation through cooperation with community college partners. This course does not count as a fourth-level math.	Prerequisites: NC Math 1, NC Math 2, NC Math 3
Pre-Calculus	This Honors course provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course of study. Students will have opportunities to take greater responsibility for their learning.	Grades 10 - 12  Recommended Courses: Honors NC Math 3
Calculus – Honors	Honors Calculus is an introductory course to AP Calculus. Honors Calculus presents the topics covered in one semester of college Calculus. The major units of study include a foundation of derivatives and integrals, rules of derivatives, models of integration, applications and analytic geometry. This course is aligned with the College Board curriculum to prepare students for AP Calculus AB.	Grades 10 - 12  Prerequisite: Honors Pre-Calculus



Discrete Mathematics	Discrete mathematics introduces students to the mathematics of networks, social choice, and decision making. Applications and modeling are central to the course. The course builds on the student's knowledge of matrix arithmetic and probability to model relationships and solve problems.	CRHS Only  Grades 10 - 12  Prerequisite: Math III Honors
Introduction to Computer Science	Introduction to Computer Science will expose the student to the computer science field through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The use of Scratch programming and Mindstorms will be used during the course. Counts as a Math Elective Credit.	Grades 9 - 12
AP Calculus AB	AP Calculus AB is designed for students who want to undertake studies on the college level. The purpose of this course is to develop the students' understanding of the concepts of calculus and to provide experience with its methods and applications. The major units of study include Functions, Graphs, and Limits; Derivatives; and Integrals. This course is aligned with the College Board curriculum to prepare students for the Advanced Placement Calculus AB exam.	Grades 11 - 12  Prerequisite: Honors Pre-Calculus
AP Calculus BC	AP Calculus BC presents the topics covered in two semesters of college calculus and enables students to complete the AP Calculus BC exam. The major units of study include all topics covered in the AB course, polar, parametric, and vector functions, polynomial approximations, and series. This course is aligned with the College Board curriculum to prepare students for the Advanced Placement Calculus BC exam.	Grades 11 - 12  Prerequisite: AB Calculus
AP Statistics	AP Statistics is designed for students who want to undertake studies at the college level. Students will study different statistical tests, then analyze and draw conclusions from the data. Successful completion of the course and the AP examination may earn the student one semester of college credit in statistics. This course is aligned with the College Board curriculum to prepare students for the Advanced Placement Statistics exam.	Grades 11 - 12  Recommended Courses: Pre-calculus
AP Computer Science	AP Computer Science is an intensive course in computer programming using JAVA language and is designed to prepare a student for the AP Computer Science test. This course emphasizes object-oriented programming with a concentration on problem-solving and algorithm development and is meant to be the equivalent of a first-semester college-level course in Computer Science. It also includes the study of data structures, design, and abstraction. This course is aligned with the College Board curriculum to prepare students for the Advanced Placement Computer Science exam.	Grades 11 - 12  Recommended Courses: Math 4 & Modeling; Precalculus; Introduction to Computer Science

IB Mathematics Applications and Interpretations I SL or HL	The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret	CRHS Only  Grade 11  Prerequisite Course: Honors Math III by the end of the 10 <sup>th</sup> grade
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<p>IB Mathematics Applications and Interpretation II SL or HL</p>	<p>the conclusions or generalizations.</p> <p>Students should expect to develop strong technical skills and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.</p> <p>The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.</p> <p>Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended, and real-world problems.</p> <p>The assessment objectives are common to Mathematics: applications and interpretation and to Mathematics: analysis and approaches.</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts, and techniques in a variety of familiar and unfamiliar contexts.</li> <li>• Problem-solving: Recall, select and use their knowledge of mathematical skills, results, and models in both abstract and real-world contexts to solve problems.</li> <li>• Communication and interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs, or constructions both on paper and using technology; record methods, solutions, and conclusions using standardized notation; use appropriate notation and terminology.</li> <li>• Technology: Use technology accurately, appropriately, and efficiently both to explore new ideas and to solve problems.</li> <li>• Reasoning: Construct mathematical arguments through the use of precise statements, logical deduction and inference, and the manipulation of mathematical expressions. Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.</li> </ul> <p>The exploration is an integral part of the course and its assessment and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.</p>	<p>CRHS Only</p> <p>Grade 12</p> <p>Prerequisite Course: IB Math Studies I</p>
<p>IB Mathematics Analysis and Approaches I SL or HL</p>	<p>The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent, and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis</p>	<p>CRHS Only</p> <p>Grade 11 by the end of 10<sup>th</sup> grade</p>

<p>IB Mathematics Analysis and Approaches II SL or HL</p>	<p>on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.</p> <p>Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended, and real-world problems.</p> <p>The assessment objectives are common to Mathematics: analysis and approaches and to Mathematics: applications and interpretation.</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts, and techniques in a variety of familiar and unfamiliar contexts.</li> <li>• Problem-solving: Recall, select and use their knowledge of mathematical skills, results, and models in both abstract and real-world contexts to solve problems.</li> <li>• Communication and interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs, or constructions both on paper and using technology; record methods, solutions, and conclusions using standardized notation; use appropriate notation and terminology.</li> <li>• Technology: Use technology accurately, appropriately, and efficiently both to explore new ideas and to solve problems.</li> <li>• Reasoning: Construct mathematical arguments through the use of precise statements, logical deduction and inference, and the manipulation of mathematical expressions.</li> <li>• Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.</li> </ul> <p>The exploration is an integral part of the course and its assessment and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.</p>	<p>CRHS Only</p> <p>Grades 12</p> <p>Prerequisite Course: IB Mathematics I SL</p>
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## HEALTHFUL LIVING

Healthful Living, a combination of health and physical education, is a program designed for the teaching and learning of behaviors that contribute to a healthful lifestyle and improved quality of life for high school students. Research continues to show that healthy, active, fit children are better students academically. Involvement in a comprehensive healthful living program offers opportunities for each student to develop proactive health promotion behaviors for continued personal fitness and lifetime activity beyond high school. Elective sequential program offerings in healthful living provide a variety of lifetime wellness opportunities that focus on the wellness and safety of the student as well as daily activity for a student to assess personal fitness levels with an opportunity to improve. Healthful Living program offerings throughout the high school years include

- Health and Physical Education
- Lifetime Sports I & II
- Personal Fitness I & II
- Personal Fitness Through Dance
- Sports Medicine
- Strength Training and Conditioning I & II
- Women's Athletic Enhancement and Weight Training
- Men's Athletic Enhancement and Weight Training

Honors courses will receive .5 additional quality points.

Health and PE Grades 9 - 12	<p><b>** Required for Graduation from High School**</b></p> <p>Completion of this course is designed to address the Health and Physical Education components of the K-12 program. This is a required course for graduation. In Health, students will assess their own health status and understand the relationship of healthful living to their quality of life, how to manage stress, accept responsibility for the prevention of major health risks; and demonstrate conflict resolution skills. In Physical Education, students will understand concepts of fitness and lifetime wellness; accept responsibility for personal fitness; demonstrate competence in a variety of skills needed for being active; and control behaviors in physical activity</p>	Grades 9 - 12
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	settings. Beginning with the graduating class of 2014-15, successful completion of cardiopulmonary resuscitation (CPR) instruction will be required and will be incorporated into this course.	
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### Healthful Living Electives

Lifetime Sports I	This elective course is designed to provide a basic knowledge of various sports & skills one may utilize throughout one's life. Plus you will partake in cardiovascular & strength conditioning, which will improve flexibility and muscular strength/endurance for students. The main focus will be to increase cardiovascular fitness/endurance. This will include, but not be limited to the following: 1-2 mile runs, fitness stations, sprint workouts, jumping rope, track interval running, and step aerobics. Students will also participate in various exercises to build muscular strength/ endurance. Students will be introduced to various individual/team activities/sports where students will become more competent, literate, and enthusiastic within these activities/sports. Some of these activities/ sports will be basketball, football, volleyball, tennis, soccer, softball, strength training, fitness testing, and cardio training.	Grades 10 - 12  Prerequisite: Healthful Living
Lifetime Sports II	This program is designed to include the development of greater knowledge and application of personal fitness development and the demonstration of more advanced skills in lifetime sports. Activities are divided equally within the total weeks of the semester.	Grades 10 - 12  Prerequisite: Healthful Living & Lifetime Sports I

Personal Fitness I	This program emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness program in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/ endurance.	Grades 10-12  Prerequisite: Healthful Living
Personal Fitness II	This program involves continued participation in aerobics, step aerobics, and weight lifting. Other topics such as nutrition and muscle physiology are studied. Personal improvement through an individualized exercise and nutrition plan will be stressed in this program. This program includes a focus on the five components of flexibility, muscular strength and endurance, body composition, and cardiovascular training.	Grades 10 - 12  Prerequisite: Healthful Living & Personal Fitness I
Sports Medicine I	This program is designed for students interested in the career of athletic training. The primary focus will include, but not be limited to, the following topics: The Sports Medicine Team, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sports injury/illness, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, CPR/bloodborne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, basic exercise rehabilitation, drug use/abuse in sports, and skin disorders. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.	Grades 10 - 12  Prerequisite: Healthful Living
Sports Medicine II	This course is designed to educate students interested in fields such as athletic training, physical therapy, medicine fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine fields. There will be a hands-on application in areas of prevention, assessment, treatment, and rehabilitation of sports injuries. Students will be required to perform additional hours outside the classroom with sports teams and athletes to further enhance their learning.	Grades 10 - 12  Prerequisite: Sports Medicine I, Biology, and prior approval of the instructor due to job shadowing requirements outside of class
Strength Training & Conditioning I	This program is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving	Grades 10 - 12  Prerequisite: Healthful Living

	total fitness. The development of a personal fitness plan is a part of this program.	
Strength Training & Conditioning II	This course is an advanced strength and conditioning program. Students should be in good physical shape for this course. This program is strongly recommended for student-athletes.	Grades 10 - 12  Prerequisite: Weight Training & Conditioning I

## SCIENCE

The high school science course of study centers around an in-depth investigation into the specific disciplines of science through inquiry and application of concepts. Each individual course continues to integrate the unifying concepts of science to provide continuity between science disciplines. The unifying concepts are:

- Systems, Order, and Organization;
- Evidence, Models, and Explanations;
- Constancy, Change and Measurement;
- Evolution and Equilibrium;
- Form and Function.

Success in high school science depends on strong math, writing, and reading comprehension skills. Students build upon earlier science knowledge from their middle grades to prepare them for post-secondary opportunities and workforce opportunities. In a world filled with the products of scientific inquiry, scientific literacy has become a necessity for everyone. Many of the problems and issues faced by society will require citizens who are scientifically literate to develop solutions.

In order to graduate from Orange County Schools, a student must earn a minimum of three credits in science. The three required sciences are Biology, a physical science, and an earth/environmental science.

A course designated "AP" or "IB" will receive 1.0 additional quality point. A course designated "AP" or "IB" will receive 1.0 additional quality point.

Earth/Environmental Science	The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space. The course includes four themes: Geology, Oceanography, Meteorology, and Astronomy. As we explore each theme throughout the semester, students are challenged to connect the themes and relate them to the entire Earth as a system. During their study of these main topics, students will apply their scientific knowledge to the environment, learning how humans interact with the natural world and how the environment can be protected.	Grades 9 - 12
Earth/Environmental Science – Honors	Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. In Honors Earth/ Environmental Science students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations will be communicated through presentations and formal laboratory reports.	Grades 9 - 12
Biology	This course uses a conceptual approach to teach students about the world of living things, and includes topics such as Cell Biology, Biochemistry, Genetics, Evolution and Ecology. Investigations, activities, and projects will emphasize living organisms and the special challenges all living things face. The NC End-of-Course test is required.	Grades 10 - 12  Recommended: Successful completion or current enrollment in Math II
Biology – Honors	This course uses a conceptual approach to teach students about the world of living things, and includes topics such as Cell Biology, Biochemistry, Genetics, Invertebrates, Evolution and Ecology. Investigations, activities, and projects will emphasize living organisms and the special challenges all living things face. Topics will be discussed in detail beyond the NC Essential Standards for Biology. Honors Biology demands a high degree of independence and responsibility on the part of the student due to extensive outside readings and assignments. The End-of-Course test is required.	Grades 9 - 12  Recommended: Successful completion or current enrollment in Math II



Biology II (2nd Year) Honors	This is an advanced biology course designed for the scientifically oriented student. Topics may include advanced levels of cell biology, biochemistry, genetics and evolution, anatomy and physiology of animals and plants, populations, ecological topics, and recent research in the field of biology. There is an emphasis on laboratory work relating to course content. This college year 1 level course will prepare students to take AP Biology in the spring semester and is a prerequisite for AP Biology, which concludes the topics begun in this course.	Grades 11 - 12  Prerequisites: Successful completion of Biology and Chemistry
Anatomy and Physiology Honors	This course provides an introduction to the study of the structure and function of the human body. This course is well-suited for students interested in pursuing a career in medical/health fields. Topics will include anatomical terminology, homeostasis, cytology, histology, and physiology. Multiple specimen dissections are a required part of lab work in this class. The required work for this course will be advanced in level in both thinking skills and products, and may include research papers and outside projects.	Grades 11 - 12  Recommended: Biology and Chemistry
Physical Science	This course covers the basic principles of chemistry and physics. The student will build a conceptual understanding of the structure of matter and energy. Topics include atomic structure, chemical reactions, motion, work, and electricity.	Grades 10 - 12  Recommended: Math I
Chemistry	This course is the study of matter: its composition, structure, behavior, and interactions, from atoms to complex molecules. This course expands the student's lab skills and problem-solving skills and is very dependent on algebra skills.	Grades 10 - 12  Recommended: Biology
Chemistry – Honors	This course is the study of matter: its composition, structure, behavior, and interactions, from atoms to complex molecules. This course expands the student's lab skills and problem-solving skills and is very dependent on algebra skills. Topics will be discussed in detail beyond the NC Essential Standards for Chemistry. Students should have a strong reading and mathematical background.	Grades 10 - 12  Recommended: Biology
Chemistry II – Honors	Chemistry II is an advanced second-year college-level course that incorporates the knowledge obtained in the prerequisite chemistry class. Advanced levels of chemical concepts such as equilibrium, stoichiometry, periodicity, chemical reactions, atomic structure, thermodynamics, kinetics, electrochemistry, nuclear and organic chemistry will be taught. This course will prepare students to take AP Chemistry in the spring and is a prerequisite for that course. Offered in alternating years with Honors Biology II.	Grades 10 - 12  Prerequisite: Chemistry
Physics – Honors	This course provides a survey of the basic concepts of motion, forces, momentum, energy, light, sound, electricity, and magnetism. Emphasis will be placed on scientific inquiry and experiments to develop the basic concepts of physics.	OHS Only  Grades 11 - 12  Recommended: Chemistry and current enrollment in Math III
<b>Science Electives</b>		

Botany & Zoology – Honors	This course will support all students, including those who are considering future careers in life or health sciences. Students will study animals and plants, learning about how they compare in their structures and functions. This course will provide a strong honors-level foundation for future high school life sciences. Students will explore this content through laboratory activities including dissections, models, research, projects, and fieldwork.	Grades 10 - 12
Forensics	Forensics is a course that will introduce students to the application of science to law. Scientific methods will be used to examine physical evidence. An overview of the forensic analysis of firearms, fingerprints, drugs, blood, hair, fibers, paint, glass, arson debris, and other topics will be covered in this course. Students will have a wide range of hands-on learning experiences, from the collection of evidence at the crime scene to taking the stand as an expert witness in a mock court of law.	Grades 10 - 12
Introduction for Biotechnology	Biotechnology is an exciting and expanding field. This course will prepare the student to become ready for a biotechnology pathway. Hands-on labs will be	CRHS Only

	used in order to learn the work of microorganisms, plant and animal cells, and biodiversity. Students will determine genetic codes and how protein structure is used in vaccines.	Similar course at OHS in Agriculture section  Grades 9 - 12
AP Biology	This course prepares students to take the AP Biology exam and is taught at the level of a college year 1 class. Students are required to be adept at writing essays in a science context. Extensive outside study and reading of college-level texts are required. Numerous labs are required to adequately prepare students for the rigorous AP test.	Grades 11 - 12  Prerequisite: Biology or Chemistry or Honors Biology II
<a href="#">IB Biology SL</a>	Biologists investigate the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction, and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century. Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science” this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory-based or they may make use of simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.	CRHS Only  Grades 11 - 12  Prerequisite Courses: Honors Biology  Recommended: AP Environmental Science  **This course is offered on alternating years with IB Sports, Exercise, & Health Science - starting in 2018-19
<a href="#">IB Biology HL</a>		CRHS Only  Grades 11 - 12  Prerequisite: IB Biology I



AP Chemistry	<p>The AP chemistry course is designed to be the equivalent to the General Chemistry course usually taken during the first year in college. An extensive laboratory experience will be provided and evidence of the lab curriculum must be documented in a student laboratory notebook. Extensive reading of college-level texts is required.</p>	<p>Grades 11-12</p> <p>Prerequisite: Math III and Honors Chemistry</p>
<a href="#">IB Chemistry I HL</a>	<p>Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.</p> <p>It is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science, and environmental science.</p> <p>Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the "Nature of Science" this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour.</p>	<p>CRHS Only</p> <p>Grades 11-12</p> <p>Prerequisite Courses: Honors Chemistry</p>
<a href="#">IB Chemistry II HL</a>	<p>The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory-based or they may make use of simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.</p> <p>IB Chemistry I and II are offered at the higher level (HL) and are taught in the 11th and 12th-grade years. There are eleven topics of study: Measurement &amp; Data Processing, Atomic Structure, Periodicity, Chemical Bonding &amp; Structure, Stoichiometric Relationships, Energetics and Thermochemistry, Chemical Kinetics, Equilibrium, Acids &amp; Bases, Redox Processes, Organic Chemistry, and one optional IB topic. Students will develop their applied chemistry skills within the practical laboratory setting, as well as complete an integrated multidisciplinary science project in the senior year. There are a minimum of 40 laboratory hours required for this course.</p>	<p>CRHS Only</p> <p>Grades 11-12</p> <p>Prerequisite Courses: IB Chemistry I HL</p>
<a href="#">IB Environmental Systems &amp; Societies I SL</a>	<p>Through studying environmental systems and societies (ES&amp;S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students are allowed to evaluate the scientific, ethical, and socio-political aspects of issues.</p> <p>ES&amp;S is one of two interdisciplinary courses offered in the Diploma Programme, Literature and Performance is the other interdisciplinary course. Because it is an interdisciplinary course, students can study this</p>	<p>CRHS Only</p> <p>Grade 11</p> <p>Prerequisite: Honors Biology &amp; Honors Chemistry/Physics</p>

	course and have it count as either social studies or a science course, or	
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<a href="#">IB Environmental Systems &amp; Societies II SL</a>	<p>both. This gives students the opportunity to study (an) additional subject(s) from any group.</p> <p>Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of the scientific methods, a course that shares these aims would be good preparation. During the course, students will study eight different topics. An important aspect of the ES&amp;S course is hands-on work in the laboratory and/or out in the field.</p>	<p>CRHS Only</p> <p>Grade 12</p> <p>Prerequisite: IB Environmental Systems &amp; Societies I</p>
AP Environmental Science	AP Environmental Science is an interdisciplinary science course that teaches students to think critically about the environment. It is a rigorous course taught on a college level and includes a strong laboratory and field investigation component. The emphasis is on studying environmental issues from a scientific perspective. The course culminates in the national AP Environmental Science Exam.	<p>Grades 10 - 12</p> <p>Recommended Courses: Honors Chemistry &amp; Honors Biology</p>
AP Physics 1: Algebra-Based	AP Physics 1 is a college-level course. This algebra-based course is the equivalent of a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (motion, forces, including rotational dynamics and angular momentum) work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. The College Board course of study will be followed including a strong laboratory component. This course is designed to advance students' understanding of natural phenomena by an in-depth approach to the topics of physics. The course culminates in the national AP Physics Exam.	<p>Grades 11 - 12</p> <p>Recommended Course: Concurrent Math III or higher</p>
AP Physics 2: Algebra-Based	AP Physics 2 is the equivalent of a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; as well as atomic and nuclear physics. The College Board course of study will be followed including a strong laboratory component. This course is designed to advance students' understanding of natural phenomena by an in-depth approach to the topics of physics. The course culminates in the national AP Physics Exam.	<p>Grades 11 - 12</p> <p>Recommended: Concurrent Math III or higher</p>
AP Physics C: Mechanics	Mechanics is a calculus-based physics course that provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The course culminates in the national AP Physics Exam.	<p>CRHS Only</p> <p>Grades 11 - 12</p> <p>Recommended Courses: Concurrent Calculus or higher</p>

<a href="#">IB Sports Exercise and Health Science SL</a>	This two-semester course involves the study of the science that underpins physical performance and provides the opportunity to apply these principles. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition, which are studied in the context of sports, exercise, and health. Students will cover a range of core and optional topics and carry out practical (experimental) investigation in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues	CRHS Only  Grades 11 - 12  **This course is offered on alternating years with IB Biology
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<a href="#">IB Sports Exercise &amp; Health Science HL</a>	of internationalism and ethics by considering sport, exercise, and health, relative to the individual and in a global context.	CRHS Only  Grades 11 - 12  Prerequisite Course: IB Sport, Exer., and Health Science I
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### WORLD LANGUAGE STUDIES

Presently the University of North Carolina system requires a minimum of two consecutive years of the same second language, preferably in the junior and senior year of high school if only two years are taken. The UNC system further recommends three years in the same second language. The Orange County World languages teachers recommend an early and continuous study for a more natural acquisition of language. Successful completion of one language course enables a student to advance to the next level.

Middle school students who pass Spanish 1A and 1B or French 1A and 1B courses during grades 7 and 8, as described in the North Carolina Standard Course of Study for Grades 9-12, will receive one world language credit which counts toward graduation.

Any world languages course must consist of 150 clock hours of instruction in a traditional schedule and must be directed by a teacher. For Orange County middle school students, this means students must take their world language over a two-year period that consists of a semester each year in the same language. To receive credit, the student must have the required hours, a teacher recommendation, and must pass the course.

While the courses will count toward graduation requirements, the student grade point average (GPA) will be computed with courses taken only during high school years.

Honors, Proficient, and Advanced courses will receive .5 additional quality points. A course designated "AP" or "IB" will receive 1.0 additional quality point.

French I	This course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. Grammar is integrated throughout the course and is selected according to the language conventions (functions).	Grades 9 - 12
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French II	This course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding the main ideas.	Grades 9 - 12  Prerequisite: French I or French IA and 1B in middle school
French III – Honors	This course emphasizes the transition from spoken to written French. Students develop significant accuracy in reading and writing skills through an extensive grammar review, reading and discussion of short stories, newspapers and magazine articles, and videos. Students complete research papers and oral presentations in the target language. Cultural and language opportunities are available through travel in Europe, Canada, and other Francophone regions.	Grades 9 - 12  Prerequisite: French II
French IV – Honors	At Level IV, French students learn the fine points of grammar and usage and continue to advance their proficiency in the four language skills through extensive conversation, listening, speaking, reading and writing. French IV aims at moving the student to a more abstract level of language usage at	Grades 9-12  Prerequisite: French III Honors

	which the student will work with more extended discourse and will read samples of more sophisticated literary texts. Honors French IV will prepare students for the AP French Language course.	
<a href="#">IB French IV SL</a>	Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it.  Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria.	CRHS Only  Grade 11  Prerequisite: French III Honors
<a href="#">IB French V HL</a>	The range of purposes and situations for using language in the language B courses extends well beyond those for language ab initio. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, at both HL and SL, teachers select two more themes from the five options provided. Finally, two works of literature are studied at HL only.	CRHS Only  Grade 12  Prerequisite Course: IB French IV SL
Spanish I	This course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom setting when possible. Grammar is integrated throughout the course and is selected according to the language conventions (functions).	Grades 9 - 12

Spanish II	This course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students participate in simple conversational situations by combining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding the main ideas.	Grades 9 - 12  Prerequisite: Spanish I or Spanish 1A and 1B in middle school
Spanish III – Honors	(Prerequisite: Spanish II) Beyond a thorough review of grammar, students will focus on more complex linguistic structures. Extensive vocabulary will be incorporated into the course. Students will communicate verbally at a higher level of proficiency. They will use more sophisticated writing skills to relate personal stories and other compositions. Students will read short stories in the target language and begin a deeper study of the target literature.	Grades 9 - 12  Prerequisite: Spanish II
Spanish IV – Honors	(Prerequisite: Spanish III) Spanish IV will further develop skills learned in earlier levels with an emphasis on highly-developed oral communication and complex writing. The use of sophisticated grammar and syntax will be emphasized. Reading and critical analysis of Spanish literature is emphasized.	Grades 9 - 12  Prerequisite: Spanish III

Spanish for Native Speakers I	This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and view in a variety of contexts and for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.	Grades 9 - 12
Spanish for Native Speakers II		Grades 9 - 12  Prerequisite: Spanish for Native Speakers I
AP Spanish	Advanced Placement Spanish is a course designed for advanced students in Spanish language and literature. The course strengthens and refines skills in listening comprehension, speaking, writing and reading in preparation for success on the national AP Spanish Exam. Literature and other authentic documents will be used to generate and enhance exchanges in the Spanish language. The course follows the national AP curriculum and culminates in the AP Exam in May.	Grade 12  Prerequisite: Spanish IV
<a href="#">IB Spanish IV SL</a>	<p>Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it.</p> <p>Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria.</p> <p>The range of purposes and situations for using language in the language B courses extends well beyond those for language ab initio.</p> <p>The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition,</p>	<p>CRHS Only Grade 11</p> <p>Prerequisite: Spanish III by the end of 10th grade</p>

<a href="#">IB Spanish V HL</a>	at both HL and SL, teachers select two more themes from the five options provided. Finally, two works of literature are studied at HL only.	CRHS Only Grade 12  Prerequisite: IB Spanish IV SL
Latin I	Latin I is an introduction to the study of the Latin language and Greco-Roman culture. The course encourages students to learn the basic functions of the language, become familiar with some elements of its culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.	Grades 9 - 12
Latin II	Latin II continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with more elements of the culture, and broaden their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.	Grades 9-12  Prerequisite: Latin I
Latin III – Honors	Latin III focuses on advanced Latin grammar skills. It also introduces the study of Latin literature and emphasizes the process of reading authentic Latin texts. Students continue to refine their knowledge and understanding of Greco-Roman and their own culture by examining the interrelationship of the cultures, by applying higher-order thinking skills and deeper knowledge inside and outside the classroom setting.	Grades 10 - 12  Prerequisite: Latin II
Latin IV – Honors	The major focus of Latin IV is on the reading and critical analysis of authentic Latin texts with grammar taught in the context of the reading. Emphasis is placed on the analysis of literary devices such as figures of speech, as well as on critical analysis and essay composition. There is a more in-depth study of the Greco- Roman culture and its influence throughout the world, as well as on application to the student's own culture. Students are able to demonstrate awareness of the connection of the Latin language to other disciplines and compare it to their own language structures.	Grade 12  Prerequisite: Latin III
<a href="#">IB Latin IV SL</a>	<p>Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it.</p> <p>Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria.</p> <p>The range of purposes and situations for using language in the language B courses extends well beyond those for language ab initio. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, at both HL and SL, teachers select two more themes from the five options provided. Finally, two works of literature are studied at HL only.</p>	CRHS Only Grade 11  Prerequisite: Latin III
<a href="#">IB Latin V HL</a>		CRHS Only Grade 12  Prerequisite: IB Latin IV SL

## SOCIAL STUDIES

The secondary social studies program is designed to develop each student's understanding of cultural, social, economic, and political systems through a coordinated, vertically aligned curriculum. Students will have the opportunity to further enrich their understanding of these themes through a variety of elective offerings. The social studies program allows students to develop



essential life skills through analysis of primary and secondary sources, debate, consensus, cooperative learning, problem-solving, writing, and project-based learning. The primary purpose of social studies is to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Students entering Grade 9 between 2014-15 and 2019-20 must complete four social studies credits:

1. American History: Founding Principles, Civics and Economics
2. Two American History courses which shall be either:
  - a. American History 1 and American History 2
  - b. American History 1 or 2 and another social studies course
  - c. American History and another social studies course
3. World History

Students entering Grade 9 in 2020-2021 must complete four social studies credits:

1. American History: Founding Principles, Civics and Economics
2. One American history course which shall be either:
  - a. American History 1
  - b. American History 2
  - c. American History
3. World History
4. Economics and Personal Finance

Students may substitute AP US History for American History I and American History II, but they are required to take a fourth social studies course (elective). International Baccalaureate (IB) History I and II may be substituted for American History I and American History II. Students will not be required to take an additional elective as students will be receiving the full range of United States History in these two courses and will receive two credits, satisfying the NC Graduation Requirements.

Honors courses will receive .5 additional quality points. A course designated "AP" or "IB" will receive 1.0 additional quality point.

World History	Students will develop an understanding of the recurring themes of civilizations from ancient to modern times. Students will examine, compare, and contrast the historic origins of significant events, ideas, and reactions of world leaders. Social, religious, economic, and political perspectives in Europe, Asia, Africa, and the Americas will be explored, with an emphasis placed on western civilizations. Students will develop chronological and thematic insights based on their understanding of these historical perspectives and the changes they created throughout human history.	Grade 9
World History – Honors	While following the topics reflected in World History, Honors World History provides the opportunity for advanced work in the systematic study of major ideas and concepts found in the study of global history. The course is designed to be challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and historical writing. Assignments will encourage critical thinking skills such as drawing conclusions, making inferences, and analyzing primary and secondary sources through a variety of means, including reading selections made by the department.	Grade 9
Amer His: Found Prin, Civics, & Econ  American History: Founding Principles, Civics & Economics	Students learn the structure of federal, state, and local governments and how they influence our lives on a daily basis. Students will explore how the national economy works and how they, as consumers, have an impact on a free enterprise system. Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will gain a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens.	Grades 10 - 12
Amer His: Found Prin, Civics & Econ Honors  American History: Founding Principles,	While covering the same curriculum as Civics and Economics, Honors Civics and Economics provides the opportunity for advanced work, rigorous study, and systematic investigation of major ideas and concepts that are a part of our government and economy. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical	Grades 10 - 12

Civics, and Economics Honors	analysis and application, and reflective thinking. Assignments will encourage critical thinking skills such as drawing conclusions, making inferences, and analyzing primary and secondary sources, including reading selections made by the department. Students who take this course at OHS as a 10th grader will need to enroll in AP US History as an 11th grader.	
American History I	This course begins with the European exploration of the new world through Reconstruction. The founding principles 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.	Grades 10 - 12
American History I – Honors	Honors American History I is a survey of American History from European exploration of the new world through Reconstruction. Honors American History I provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found in the study of American History. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative process, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content. Honors American History I follows the same course of study as the corresponding standard American History I course; however, the material is taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum. Honors American History I is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.	Grades 10 - 12
American History II	This course will guide students from the late nineteenth century time period through the early 21st century. The founding principles 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.	Grades 10 - 12  Prerequisite: American History I
American History II – Honors	Honors American History II is a survey of American History from the Gilded Age US (1870's) to the present. The founding principles 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. Honors American History II provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found in the study of American History. The course is challenging and requires students to take greater responsibility for their learning by participating in the problem-seeking and problem-solving, scholarly and creative process, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content. Honors American History II is taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum, and a difference in the quality of work expected of the student. Additional outside reading selections will be made by the department.	Grades 10 - 12  Prerequisite: American History I
American History	This course begins with the European exploration of the new world through the early 21st century. The founding principles 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. The founding principles will trace the change in the ethnic composition of American society; the movement toward equal rights for minorities and women; and the role of the United States as a major world power.	
Economics and Personal Finance Honors	Economics and Personal Finance provides students with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The course was developed in accordance with Session Law 2019-82 to "provide instruction on economic principles and ... provide personal financial literacy instruction." Ultimately, students taking this course will understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible	



	citizens. Students will be introduced to key concepts from both micro and macroeconomics, as well as financial literacy concepts such as the cost of credit, planning and budgeting for large purchases, home mortgages, college expenses, and other relevant financial literacy issues. This course is a graduation requirement for students who begin their freshman year in the 2020-2021 academic year or beyond	
<b>Social Studies Electives</b>		
General Psychology	This course is a general survey course designed to provide an understanding of the basic concepts and techniques of modern psychology as a social science. Topics include biological influences on behavior, sensation and perception, memory, intelligence, personality, learning, consciousness, research methods, stress and coping, abnormal psychology, and behaviorism.	Grades 11 - 12
Minority Studies	In this elective course, students will have the opportunity to investigate through the use of primary sources, projects, and outside readings, the influence of minority groups on the development of the United States as we know it today. The course will examine the impact of Native Americans, African Americans, Hispanic Americans, and women on the cultural, political, economic, and social systems in our country past and present.	OHS Only; Subject to Availability  Grades 10 - 12
Global Issues	Global Issues is a semester-long course that is designed to engage students in studying the most crucial and intriguing international issues of our day. Relevant units may include global poverty, war, and the challenges of corruption, natural resource extraction, and infectious disease. Multiple perspectives will be presented and, at OHS, an emphasis will be on connecting students with speakers who have experience dealing with these issues, including those who work with international non-governmental organizations (NGOs), scholars, filmmakers, politicians from both parties, and medical doctors. Students will generate solutions to the issues that they study. At CRHS, this class will use the Model United Nations as a framework for instruction, student delegates will collaborate on developing resolutions to global problems, and heavy emphasis will be placed on current events.	Grades 11 - 12
Global Issues – Honors	Honors Global Issues is a semester-long course that is designed to engage students in studying the most crucial and intriguing international issues of our day. The issues include but are not limited to, poverty, climate change and environmental degradation, food and water security, terrorism, global health issues (including HIV/AIDS, malaria, polio, and tuberculosis), women's rights, corruption, and protection of indigenous cultures. Within the context of each unit, students will be exposed to a variety of perspectives. In fact, a key component of the class is connecting students with speakers who have direct experience working on the issues that we study. In the past, students in the class have spoken in person or via phone or video conference with high-ranking politicians from both parties, presidential advisors, scholars, filmmakers, Nobel Peace Prize winners, and medical doctors. Students will use the knowledge that they gain from class to propose ways of solving the issues that we study. Honors Global Issues provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of Global Issues. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of Global Issues. Additional outside reading selections will be made by the department.	OHS Only  Grades 11 - 12
African American Studies-Honors	African American Studies is a semester or year-long course that is conceptually driven and introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understandings of students interested in learning	OHS Only  Grades 9-12

	about the histories, cultures and economic, geographic and political realities of African Americans. This course will provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content. The historical content of this course will be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students	
Latin American Studies-Honors	This course introduces students to the diverse history and culture of Latin America. The course focuses on the regional geography of Middle America and South America. As a regional study, there are many perspectives to examine. We will explore the physical geography, environment, history, population characteristics, social issues, economic development, current events, religion, literature, and art. Small groups will have an opportunity to research specific Latin American topics and share their findings with their peers.	OHS Only Grades 9-12
Senior Mentor	This course focuses on leadership development, public speaking, listening skills, community service, character development, self-assessment, and special event planning. Students enrolled in this course will serve as mentors to various elementary and middle school students through the school district.	CRHS Only Prior Approval Required
AP United States History	As described by The College Board, "the AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of United States History." The course prepares students for college courses by making demands upon them equivalent to those made by full-year introductory college survey courses. In this pursuit, the acquisition of factual knowledge is the beginning point of the process, not the end. Students will learn to interpret and evaluate the relative significance of primary and secondary source material and to present their evidence and conclusion clearly and persuasively in essay format. Proficient essay writing is an essential skill necessary for successful completion of the course. Students are expected to take the AP Exam.	Grades 11 - 12
AP Human Geography	AP Human Geography is a college-level course that will prepare students to take the AP exam in May. The aim of the AP course is to provide students with a learning experience equivalent to that obtained in most college-level introductory human geography courses. The purpose of AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine the human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice.	Grades 10 - 12  Prerequisite: World History
AP European History	AP European History is a rigorous academic course that furnishes a basic narrative of events and movements in European history from 1450 to the present. It prepares students for the demands of a college education by providing experience in college-level reading, writing, and responsibility for learning. Students will be given the opportunity to develop skills of academic organization, discipline, and self-confidence necessary to succeed in a higher-level course. Extensive readings are required from the textbook, primary sources, and historic documents. Students are expected to take the AP Exam.	Grades 10 - 12
AP Psychology	AP Psychology is a college-level course that will prepare students to take the AP exam in May. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. There are five main components that make up the curriculum for this class: psychological methods, behavioral psychology, cognitive psychology, psychoanalytic	Grade 10-12

	<p>psychology, and biological psychology. Within these five main subjects, secondary subjects will include, but not be limited to, the following: sensation and perception, child development, social psychology, memory and learning, psychological disorders, and the ethics of psychology. The aim of this course is to analyze three approaches to psychological research and theory (Biological, Cognitive, Sociocultural) while taking into consideration cultural, ethical, gender, and methodological aspects of each. The study of these approaches will focus on their development as accepted perspectives, the principle ideas of each framework, the methodologies used, and the application of these perspectives in society. Students will apply their understanding of each perspective as they complete research in sports psychology and abnormal psychology in the spring semester. Students will also design, implement and critique their own psychological study for the Internal Assessment requirement. The most important aim of this class is to increase the learners' lifelong ability to analyze all aspects of their social, moral, and educational development personally by applying the concepts learned in class. Psychology serves as a choice in fulfilling the Group Six IB requirement. CRHS ONLY</p>	
<a href="#">IB History I HL</a>  <a href="#">History of the Americas</a>	<p>History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past.</p> <p>History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing an opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.</p> <p>The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.</p> <p>The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.</p> <p>History is available at both Standard Level (SL) and Higher Level (HL).</p>	<p>CRHS Only</p> <p>Grade 11</p> <p>Prerequisite: World History</p>
<a href="#">IB History II HL</a>  <a href="#">20<sup>th</sup> Century Topics</a>	<p>The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.</p> <p>History is available at both Standard Level (SL) and Higher Level (HL).</p>	<p>CRHS Only</p> <p>Grade 12</p> <p>Prerequisite: IB History I HL</p>
<a href="#">IB Psychology I HL</a>	<p>The IB Diploma Programme psychology course is the systematic study of behavior and mental processes.</p> <p>Since the psychology course examines the interaction of biological, cognitive and sociocultural influences on human behavior, it is well placed in group 3, individuals and societies. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed, and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior.</p>	<p>Grade 11 (Spring semester)</p>
<a href="#">IB Psychology II HL</a>	<p>The holistic approach reflected in the curriculum, which sees biological, cognitive, and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.</p>	<p>Grade 12 (Fall semester)</p>

Additional Elective Courses		
Ninth Grade Seminar	This course is designed to assist 9th graders with their transition to high school. Topics to be explored include note-taking skills, study skills, test-taking skills, reading techniques and strategies, oral presentation skills, career planning and development, financial management, and other life-skill-building activities.	Grade 9
AVID	Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a semester or year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Some students will have previous experience with AVID in the middle grades, and some students will be experiencing AVID for the first time.	Grades 9-10
Library Science	<p>Slots for this class are limited to two students per period.</p> <p>In this course, students will learn the basics of library operation including organization and maintenance of materials, circulation, reference, and use of equipment. Students will shelve books, shelf read, check books in and out, maintain an assigned area, deliver equipment and other materials to classrooms, process new book shipments, and complete digital projects. The abilities to work independently, be self-motivated, and pay attention to detail are important characteristics of successful library science students.</p>	<p>Grades 11 - 12</p> <p>Prerequisite: Students must complete a Library Science application form and be approved by the Media Coordinator via an interview</p>
Peer Counselor	Peer Counselors will be trained to inform all students about opportunities available for post-secondary education. The goal of the program is to increase the number of graduates continuing their education after to help students of all levels, ability, and ethnic background with competence, kindness, and respect, and above all a willingness to learn. The training will cover all aspects of the college search, college application process, college essay review, the university system and its requirements, and aid students in registering for the ACT and SAT tests. Students should be recommended by a teacher/administrator and must complete an application. Applications are available in the Counseling Office upon request.	<p>OHS Only</p> <p>Grade 12</p> <p>Prerequisite: Application and letter of recommendation are required</p>
North Carolina Virtual Public School	The North Carolina Virtual Public School (NCVPS) Program is a state-led virtual school that offers courses taught by certified North Carolina teachers. Through partnerships with local school systems, NCVPS offers students the opportunity to enroll in courses that they would not have access to at their current high school. All of the courses are taught in a virtual classroom environment over the internet. When enrolled in an NCVPS course students will use different technologies to complete their daily coursework and will also collaborate with their online teacher and classmates who come from a variety of locations and cultures. Students are able to work from a variety of locations and at flexible hours. For the most up-to-date list of course offerings, check out the catalog online at <a href="http://www.ncvps.org">www.ncvps.org</a> .	
Driver Education	Dependent upon state legislation, Driver training and safety education is offered throughout the year, as a before or after-school activity, to all eligible Orange County students who are at least 14 1/2 years old and are enrolled in public, private, or homeschool. Upon completion of thirty hours of classroom and six hours of behind-the-wheel instruction, students who are 15 to 17 years old are eligible to apply for a learner's permit at any North Carolina Department of Motor Vehicles (DMV). For more information, check: <a href="http://www.orangecountyfirst.com/content/drivers-education">http://www.orangecountyfirst.com/content/drivers-education</a>	Non-unit Course

## GLOSSARY

<b>ACT</b>	ACT assessment is a five-hour national college admissions test which includes five sections: writing, science, math, reading, and English. Most colleges will accept a student's ACT scores as a part of the admissions evaluation. Eleventh-grade students are required by the state to take this assessment which is administered in each high school.
<b>AP</b>	Advanced Placement. Advanced Placement courses are designed by the College Board. In May, students take a test for each AP course in which they are enrolled; students who achieve a certain score may, if their college accepts the AP credit, receive college credit. There is a separate fee required for each AP test taken by the student. AP exam fee waivers are available at each high school. See the Advanced Placement Courses section on page 22 for more information.
<b>Articulation Credit</b>	Several Career and Technical Education courses that are offered at each of the high schools can be used for credit when a student attends a community college. The community college will give automatic credit to the student if he/she has earned a B in the course and a raw score of 93 or above on the state end-of-course test. See <a href="https://www.orangecountyfirst.com/Page/139">https://www.orangecountyfirst.com/Page/139</a> for the list of courses that allow students to receive articulated credit.
<b>AIG</b>	Academically / Intellectually Gifted Program
<b>Career Cluster</b>	Career Clusters™ are groupings of occupations used as an organizing tool for curriculum design and instruction. The Career Cluster approach makes it easier for students to understand the relevance of their required courses and helps them select their elective courses more wisely.
<b>Career Pathway Major</b>	Career Pathway Major is one that provides aligned specificity in a Career Pathway and can include either an Advanced Studies course, a Work-based Learning course, or a course with aligned content.
<b>Career pathways</b>	Career pathways are sub-groupings of occupations within a Career Cluster used as an organizing tool for curriculum design and instruction. Occupations are grouped into pathways based on the set of common knowledge and skills required for career success.
<b>CCP</b>	The abbreviation for Career and College Promise. North Carolina's Career and College Promise provides a pathway for high school students to begin their college work during high school. There are specific course pathways and restrictions to help guide students toward career and educational goals and it clarifies which students are eligible and best positioned to be successful in college coursework while in high school. Tuition is free, but other fees may apply.
<b>CDM</b>	<p>Credit by Demonstrated Mastery (CDM) offers students in grades 6-12 the opportunity to personalize and accelerate their learning by earning credit for select high school courses by demonstrating mastery of course content, without being required to complete classroom instruction for a certain amount of seat time. Students who wish to pursue CDM will need to show mastery of the content by completing two phases.</p> <p>In phase I, students must complete an exam of course content. In phase II, students must create a product/performance that exhibits a deeper understanding and application of course content. Certain courses are excluded, please see your school counselor.</p> <p>CDM is not available for Honors weighted courses.</p>
<b>CRHS</b>	The abbreviation for Cedar Ridge High School.
<b>Concentrator</b>	Concentrator is a student who has successfully completed a Concentrator course in an approved Career Pathway.
<b>Concentrator course</b>	Concentrator course is a second- or third-level course in the Career Pathway (CPPOS) that builds upon technical skills acquired in a prerequisite course.
<b>Co-requisite</b>	Co-requisite is a required course that is to be taken at the same time the course in question is to be taken.
<b>CTE</b>	Career & Technical Education
<b>EC</b>	Exceptional Children Program
<b>ELD</b>	English Language Development
<b>EB</b>	Emergent Bilingual
<b>EL</b>	English Learner
<b>ELL</b>	English Language Learner
<b>ESL</b>	English as a Second Language



<b>EOC</b>	End of Course test. Students are required by state policy to take an EOC in certain courses.
<b>GPA</b>	The abbreviation for grade point average.
<b>Honors</b>	Certain courses are designated as honors courses because of the challenging nature of the curriculum. These courses receive 0.5 quality points, in the weighted grading system that is used to compute GPA.
<b>IB</b>	The International Baccalaureate Diploma Programme is a demanding course of study that is designed for highly motivated secondary school students (Juniors and Seniors) with an interest in internationalism, service, academic rigor, and independent learning. The school district's IB program is housed at Cedar Ridge High School.
<b>IEP</b>	Individualized Education Program
<b>MCHS</b>	Middle College High School at Durham Technical Community College is an open, non-traditional high school program for upperclassmen in Orange County Schools. Students accepted into Middle College High School have the opportunity to receive high school credits and potential community college credit.
<b>NCAA</b>	The abbreviation for the National Collegiate Athletic Association
<b>NCSCOS (North Carolina Standard Course of Study)</b>	The North Carolina Standard Course of Study is a publication produced by the North Carolina Department of Public Instruction. This document specifies a set of standard guidelines and requirements for each course taught in the public schools of North Carolina.
<b>NCVPS (North Carolina Virtual Public School)</b>	NCVPS offers high school courses that are taken over the Internet or through correspondence from other high schools across the nation. Virtual High School courses are courses that require strong independent, self-motivated students. See your counselor for enrollment procedures. <a href="http://www.ncvps.org">www.ncvps.org</a>
<b>OCS</b>	The abbreviation for Occupational Course of Study
<b>OHS</b>	The abbreviation for Orange High School
<b>Pre-ACT Formerly PLAN</b>	The Pre-ACT test is typically administered to high school students in the fall of their sophomore year. In addition to predicting a student's performance on the ACT, the PLAN test measures academic achievement in English, math, reading, and science. It helps high school students prepare for future academic and career success. Tenth-grade students are required by the state to take the assessment which is administered in each high school.
<b>PLTW</b>	Project Lead the Way
<b>Post-Secondary Education</b>	This term means "after the completion of high school". It typically refers to any education a person receives beyond or after high school, including apprenticeships, trade schools, community colleges, four-year colleges, and universities.
<b>Prerequisite</b>	A prerequisite is a required course that is to be completed before a student can take the course in question.
<b>PSAT</b>	An assessment developed by College Board to determine college readiness. Students are assessed in the areas of critical reading, mathematics, and written expression in preparation for the SAT 1: Reasoning Test. The PSAT is offered once a year in October to any interested students for a nominal fee. Juniors taking the exam may qualify for the National Merit Scholarship program.
<b>SAT</b>	A standardized, five-hour test developed by the College Board that measures verbal, mathematical reasoning, and writing skills. Four-year colleges use a student's score on this test as part of the admissions evaluation for entrance.
<b>Secondary</b>	This term refers to middle and high schools.
<b>Section 504</b>	In compliance with Section 504, schools will not discriminate against qualified students with disability on the basis of a disability.
<b>Weighted Grades (Weighting)</b>	In calculating a student's grade point average, advanced courses are awarded additional quality points because of the emphasis on rigor and demand for higher-order thinking skills. Courses designated as honors are awarded .5 additional quality points depending on the student's entering ninth-grade cohort; Advanced Placement (AP) courses and International Baccalaureate (IB) courses are weighted 2 or 1 additional quality points depending on the student's entering ninth-grade cohort. The weighted credit is approved by the North Carolina State Board of Education (policy # HSP-L-004).
<b>WorkKeys</b>	The ACT WorkKeys® Assessment measures foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance. The North Carolina Department of Public Instruction requires all seniors who have a CTE concentration to take this exam. The exam evaluates students in three areas: Applied Math, Graphic Literacy, and Workplace Documents. As a result of this testing, students may earn a NC Career Readiness Certificate. This certification is industry-recognized, portable, and certifies that the student has the essential skills needed for workplace success.





## **Orange County Schools**

***Engage.Challenge.Inspire***

The Orange County School System does not discriminate on the basis of race, sex, color, national origin, creed, or disadvantaging or handicapping conditions in its educational programs, activities, or employment practices.

For questions or concerns, please contact the Chief Human Capital Officer at 919.732.8126.