# ORANGE COUNTY SCHOOLS 2024-2025 HIGH SCHOOL CURRICULUM <br> \& COURSE REGISTRATION GUIDE Preparing for Your Future 

Contact Information<br>Cedar Ridge High School<br>https://www.orangecountyfirst.com/crhs<br>Orange High School<br>http://www.orangecountyfirst.com/ohs<br>Partnership Academy<br>http://www.orangecountyfirst.com/pa

Last Updated February 2024 v. 1

# Orange County Schools 

~Vision~<br>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


#### Abstract

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: Anne Purcell, Board Chair, Andre Richmond, Vice Chair, Will Atherton, Carrie Doyle, Bonnie Hauser, Dr. 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: $\qquad$
Career Pathway: $\qquad$
Career Goal: $\qquad$

| GRADE 9 | GRADE 10 |
| :---: | :---: |
|  |  |
|  |  |
|  |  |
| GRADE 11 |  |
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## 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

## 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

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


| State requirements | 6 Credits <br> - 2 elective credits of any combination from either: Career and Technical Education (CTE) <br> Arts Education World Languages <br> - 4 elective credits strongly recommended (four-course concentration) from one of the following: Arts Education (e.g. dance, music, theater arts, visual arts) <br> Any other subject area (e.g., math, science, social studies, English, and dual enrollment courses) | 4 CTE elective credits <br> 6 Occupational Preparation Credits <br> Occupational Preparation I, II, III, IV <br> The work hours shall include: <br> - 150 hours of school-based training with work activities and experiences that align with student's post-school goals, <br> - 225 hours of community-based training, <br> - 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 <br> Total work hours: 600 <br> A career portfolio <br> Completion of the student's IEP objectives |
| :---: | :---: | :---: |
| Local requirements | 6 Credits <br> Determined by student choice <br> *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. | 6 Credits <br> Determined by student choice |
| TOTAL | 28 CREDITS REQUIRED | 28 CREDITS REQUIRED |


|  | FUTURE-READY Course of Study: <br> For students entering Grade 9 in 2020-21 | OCCUPATIONAL Course of Study: <br> For students entering Grade 9 in 2020-21 |
| :---: | :---: | :---: |
| English | 4 Credits <br> English I, English II, English III and English IV | 4 Credits <br> English I, English II, English III, and English IV |
| Mathematics | 4 Credits <br> Math I, Math II, Math III and a 4th Math Course to be aligned with the student's post high school plans | 3 Credits <br> 1. Intro to Math I <br> 2. Math I <br> 3. Financial Management |
| Science | 3 Credits <br> 1. A physical science course <br> 2. Biology <br> 3. An earth/environmental science course | 2 Credits <br> 1. Applied Science <br> 2. Biology |
| Social Studies | 4 Credits <br> 1. American History: Founding Principles, Civics \& Economics or Founding Principles of the USA and NC: Civic Literacy <br> 2. World History <br> 3. American History I or American History II or American History <br> 4. Economics and Personal Finance | 2 Credits <br> 1. Founding Principles, Civics, and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy <br> 2. Economics and Personal Finance |
| World Language | Not required for high school graduation. A two-credit minimum in the same world language is required for admission to a university in the UNC system. | Not required |
| Health \& Physical Education | 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 |


| State requirements | 6 Credits <br> - 2 elective credits of any combination from either: Career and Technical Education (CTE) <br> Arts Education <br> World Languages <br> - 4 elective credits strongly recommended (four-course concentration) from one of the following: Arts Education (e.g. dance, music, theater arts, visual arts) <br> Any other subject area (e.g., math, science, social studies, English, and dual enrollment courses) | 4 CTE elective credits <br> 6 Occupational Preparation Credits Occupational Preparation I, II, III, IV The work hours shall include: <br> - 150 hours of school-based training with work activities and experiences that align with student's post-school goals <br> - 225 hours of community-based training <br> - 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 <br> Total Hours: 600 <br> A career portfolio <br> Completion of the student's IEP objectives |
| :---: | :---: | :---: |
| Local requirements | 6 Credits <br> Determined by Student Choice <br> *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. | 6 Credits <br> Determined by Student Choice |
| TOTAL | 28 CREDITS REQUIRED | 28 CREDITS REQUIRED |


|  | FUTURE-READY Course of Study: <br> For students entering Grade 9 in 2021-2022 or afterwards | Occupational Course of Study: <br> For students entering Grade 9 in 2021-2022 or afterwards |
| :---: | :---: | :---: |
| English | 4 Credits <br> English I, English II, English III and English IV | 4 Credits <br> English I, II, III, and IV |
| Mathematics | 4 Credits <br> Math I, Math II, Math III and a 4th Math Course to be aligned with the student's post high school plans | 4 Credits <br> 1. Intro to Math I <br> 2. NC Math I <br> 3. Financial Management <br> 4. Employment Preparation IV: Math (to include 150 work hours) |
| Science | 3 Credits <br> 1. A physical science course <br> 2. Biology <br> 3. An earth/environmental science course | 3 Credits <br> 1. Applied Science <br> 2. Biology <br> 3. Employment Preparation I: Science (to include 150 work hours) |
| Social Studies | 4 Credits <br> 1. Founding Principles of the United States of America and North Carolina: Civic Literacy <br> 2. Economics and Personal Finance <br> 3. World History <br> 4. American History | 4 Credits <br> 1. Founding Principles of the United States of America and North Carolina: Civic Literacy <br> 2. Economics and Personal Finance <br> 3. Employment Preparation II: Citizenship 1A (to include 75 work hours) <br> 4. Employment Preparation II: Citizenship 1B (to include 75 work hours) |
| World Language | Not required for high school graduation. A two-credit minimum in the same world language is required for admission to a university in the UNC system. | Not required |


| Health \& Physical Education | 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 |
| :---: | :---: | :---: |
| State requirements | 6 Credits <br> - 2 elective credits of any combination from either: Career and Technical Education (CTE) <br> Arts Education <br> World Languages <br> - 4 elective credits strongly recommended (four-course concentration) from one of the following: <br> Arts Education (e.g. dance, music, theater arts, visual arts) <br> Any other subject area (e.g., math, science, social studies, English, and dual enrollment courses) | 4 CTE elective credits <br> Employment Preparation III: Citizenship IIA and IIB (to include 150 work hours) <br> The work hours shall include: <br> - 150 hours of school-based training with work activities and experiences that align with student's post-school goals, <br> - 225 hours of community-based training <br> - 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.) <br> Total Hours: 600 <br> A career portfolio <br> Completion of the student's IEP objectives |
| Local requirements | 6 Credits Determined by Student Choice | 6 Credits <br> Determined by Student Choice |
| TOTAL | 28 CREDITS REQUIRED | 28 CREDITS REQUIRED |

## 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

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.

## 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.

| English I, II, III, and IV | 4 credits |
| :--- | :---: |
| Mathematics (including Math I, Math II, Math III, and a 4th math course) | 4 credits |
| Science (including Biology, a Physical Science, and an Earth/Environmental Science) | 3 credits |
| Social Studies (including World History, American History, The Founding Principles of the United States of <br> America and North Carolina: Civic Literacy, and Economics and Personal Finance) | 4 credits |
| Health and Physical Education | 1 credit |
| Electives: CTE, Cultural Arts, or World Languages | 2 credits |
| Other Electives | 4 credits |
| TOTAL | 22 credits |

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

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

(Cluster Pathway credits and 6 Additional credits from any courses)
Cluster Pathway: $\qquad$

1. $\qquad$
2. 
3. $\qquad$
4. $\qquad$ 3. $\qquad$
5. $\qquad$ 4. $\qquad$
6. $\qquad$
7. $\qquad$
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.)
8. $\qquad$
9. 

*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 <br> for students entering 9th grade in 2020-21

| ENGLISH (4 credits; 1 per year) | SOCIAL STUDIES (4 credits) |
| :---: | :---: |
| English I <br> English II <br> English III* <br> English IV** <br> *AP English Language and IB English Language \& Literature, HL Year 1 will fulfill this requirement **AP English Literature and IB English Language \& Literature, HL Year 2 will fulfill this requirement | World History <br> Founding Principles of the United States of America and North Carolina: Civic Literacy <br> American History* <br> Economics \& Personal Finance <br> *AP US History OR IB History of the Americas and 20th Century Topics will fulfill this requirement |
| MATHEMATICS (4 credits) | SCIENCE (3 credits) |
| Math I <br> Math II <br> Math III <br> 4th Math* <br> *4 $4^{\text {th }}$ Math credit to be aligned with the student's post high school plan Link to NC Math Options <br> Chart for 4th Math <br> Standard Course of Study and Support | An Earth/Environmental Science* <br> Biology <br> A Physical Science** <br> *AP Environmental Science and IB <br> Environmental Systems \& Societies will fulfill this requirement <br> ${ }^{* *}$ Chemistry, Physical Science, or Physics will <br> fulfill this requirement |
| HEALTH \& PHYSICAL EDUCATION (1 credit) |  |
| ELECTIVES (A total of 12 credits) |  |
| (6 Additional credits from any courses) <br> 1. $\qquad$ <br> 2. $\qquad$ <br> 3. $\qquad$ <br> 4. $\qquad$ <br> 5. $\qquad$ <br> 6. $\qquad$ <br> 2 credits in any combination of CTE, Arts Education, or World <br> (Two credits in the same world language are required for ad <br> 1. $\qquad$ <br> 2. $\qquad$ <br> *Note: Due to Perkins V course pathway changes, CT clusters are two courses. A few CTE course clusters | Languages. ssion to colleges in the UNC system.) <br> no longer has four course clusters. Most CTE course three courses. |

OCCUPATIONAL COURSE OF STUDY GRADUATION CHECKLIST for students entering 9th grade between 2014-15 and 2020-2021

| ENGLISH (4 credits) | SOCIAL STUDIES (2 credits) |
| :--- | :--- |
| English I <br> English II <br> English III <br> English IV | Beginning in 2014-2015 <br> American History I <br> American History II <br> Beginning 2017-2018 <br> American History: Founding Principles, Civics <br> and Economics or Founding Principles of the <br> United States of America and North Carolina: <br> Civic Literacy <br> American History I or American History II or <br> American History <br> Beginning 2020-2021 <br> Founding Principles of the United States of <br> America and North Carolina: Civic Literacy <br> Economics and Personal Finance |
| MATHEMATICS (3 credits) | SCIENCE (2 credits) |


| 1. | 4. |
| :--- | :--- |
| 2. | 5. |
| 3. | 6. |


| ENGLISH (4 credits) | SOCIAL STUDIES (4 credits) |
| :--- | :--- |
| English I <br> English II <br> English III <br> English IV | Founding Principles of the United States of <br> America and North Carolina: Civic Literacy <br> Economics and Personal Finance <br> Employment Preparation II: Citizenship 1A and <br> 1B (to include 150 work hours) |
| MATHEMATICS (4 credits) | SCIENCE (3 credits) |

## 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 <br> Theater Arts <br> Visual Art <br> Vocal Music <br> (The above program areas have a beginning, intermediate, proficient and advanced level.) |  |
| :---: | :---: | :---: |
| Health \& Fitness | Foods 1 <br> Personal Fitness $1 \& 2$ <br> Sports Medicine 1 \& 2 <br> Anatomy \& Physiology <br> CTE Career \& College Promise | Latin 1 <br> Marketing <br> Second Spoken Language <br> Psychology <br> Men's Athletic Enhancement <br> Accounting 1 <br> Principles of Business \& Finance <br> Business Law <br> EMS (Community College Course) <br> Lifetime Sports <br> Women's Athletic Enhancement <br> Weight Training 1 <br> Career Management |


| Humanities | Debate <br> Philosophy <br> Film 101 <br> Mythology <br> Media Studies <br> Psychology <br> Creative Writing <br> Public Speaking <br> Minority Studies <br> Global Studies <br> LA Competency (C) <br> CTE Career \& College Promise <br> Celebrating Women's Literature <br> Journalism (Newspaper \& Yearbook) | Latin 1 <br> AP Human Geography <br> Theater 1 <br> AP Psychology <br> MS Word, PowerPoint <br> Library Science <br> Digital Communications Systems (O) <br> AP European History <br> Printing Graphics 1 (C) <br> Peer College Counselor (O) |
| :---: | :---: | :---: |


| World Languages | Latin 1, 2, 3 \& 4 <br> French 1, 2, 3 \& 4 <br> Spanish 1, 2, 3 \& 4 <br> CTE Career \& College Promise | AP French <br> AP Spanish <br> IB Second Language 4 \& 5 (C) <br> Psychology <br> MS Word, PowerPoint <br> Marketing <br> Spanish for Native Speakers 1 \& 2 <br> Minority Studies <br> Principles of Business \& Finance <br> Digital Communications Systems (O) <br> Second Language (NCVPS) |
| :---: | :---: | :---: |

## 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 $10^{\text {th }}$ 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.

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


| Teacher's Comments (if any) |  |
| :--- | :--- |
|  |  |
| For Office Use Only: <br> Principal's Signature for Approval |  |

## 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 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 and PA (245-4030).

## 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, IB or CCP 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:

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

Social Studies<br>World Languages<br>AP Human Geography<br>AP Latin (OHS ONLY)<br>AP World History<br>AP Spanish (OHS ONLY)<br>AP US History<br>AP European History<br>AP Psychology (OHS)<br>Career \& Technical Education<br>AP Computer Science Principles (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

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: <br> Studies in Language and Literature | English Language \& Literature |
| Group 2: <br> Language Acquisition | French <br> Latin <br> Spanish <br> Spanish A: Literature (school supported, self-taught)* <br> *Bilingual diploma candidates only; Heritage Spanish 1-2 prerequisite |
| Group 3: Individuals \& Societies | History of the Americas $20^{\text {th }}$ Century Topics |
| Group 4: <br> Experimental Sciences | Biology Chemistry Sports, Exercise, and Health Science Physics |
| Group 5: | IB Math: Analysis and Approaches |


| Mathematics | IB Math: Applications and Interpretation |
| :---: | :---: |
| Group 6: <br> The Arts | Visual Arts <br> Music |
| Other Elective | Psychology |
| Other Elective | Theory of Knowledge |

## IB PROGRAM OPTIONS - Full Diploma, STEM Cluster, or Humanities Cluster <br> 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 <br> IB Science course <br> IB Theory of Knowledge <br> Strongly recommended: IB World Language <br> Choose 1 additional IB or AP STEM Course <br> - IB Biology <br> - IB Chemistry <br> - IB Sports, Exercise, and Health Science <br> - IB Physics <br> - AP Calculus AB <br> - AP Calculus BC <br> Choose 1 additional STEM Course Examples.... <br> - CTE STEM Elective <br> - Anatomy \& Physiology <br> - Other STEM | IB English course <br> IB History course <br> IB Theory of Knowledge <br> Strongly recommended: IB World Language <br> Choose 1 additional IB or AP Humanities Course <br> - IB Psychology <br> - IB World Language <br> - IB Music <br> - IB Visual Arts <br> - AP Human Geography <br> - AP European History <br> Choose 1 additional Humanities Course Examples... <br> - Band, Chorus, Theater or Art <br> - CTE Business or CTE Marketing |

## IB Course Registration Form

A 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 |
| Group 1 | IB Language \& Literature <br> English HL | IB Language \& Literature |  |
| English HL |  |  |  |


| Group 2 | Choose 1: <br> IB Spanish SL or HL IB Latin SL or HL IB French SL or HL IB Spanish Literature SL School-Supported Self-Study *Bilingual Diploma Students Only | (Strongly Recommended) Choose 1: <br> IB Spanish SL or HL IB Latin SL or HL <br> IB French SL or HL <br> IB Spanish Literature SL School-Supported Self-Study *Bilingual Diploma Students Only | (Strongly Recommended) Choose 1: <br> IB Spanish SL or HL IB Latin SL or HL IB French SL or HL IB Spanish Literature SL School-Supported Self-Study *Bilingual Diploma Students Only |
| :---: | :---: | :---: | :---: |
| Group 3 | IB History HL | IB History HL |  |
| Group 4 | 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 |
| Group 5 | IB Math Analysis \& Approaches SL <br> IB Math Applications \& Interpretations SL |  | IB Math Analysis SL IB Math Applications SL |
| IB Elective <br> Area <br> (Group 6) | IB Visual Arts SL or HL IB Music SL <br> IB Psychology SL or HL IB Chemistry SL or HL IB Biology SL <br> IB Exer., Spor., Health Sci. SL IB Physics SL or HL |  |  |
| TOK | Theory of Knowledge | Theory of Knowledge | Theory of Knowledge |
| EE | Extended Essay | Optional but strongly recommended | Optional but strongly recommended |
| CAS | Creative, Activity, Service | Optional but strongly recommended | Optional but strongly recommended |
| 1 Additional Advanced Level Course |  | A $2^{\text {nd }}$ IB Course (see IB Electives) OR <br> AP Humanities Course | A $2^{\text {nd }}$ IB Course (see IB Electives) OR AP STEM Course |
| 1 Additional Elective Course |  | An additional Humanities elective <br> (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 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 -12 th grades. If you have specific questions, please contact the IB Coordinator.

|  | 9th | 10th | 11th | 12th |
| :---: | :---: | :---: | :---: | :---: |
| English | H. English 1 OR <br> H. Critical Reading / Comp | H. English 2 | IB Language \& Literature English Year 1 | IB Language \& Literature English Year 2 |
| World Language | Language Level 1 (Latin, Spanish, or French) | Language Level 2 | IB French, Spanish IV Year 1 OR IB Latin Year 1 OR <br> IB Spanish Literature, Year 1 | IB French, Spanish V Year 2 OR IB Latin Year 2 OR <br> IB Spanish Literature, Year 2 |
|  |  | Language Level 3 (French \& Spanish only) |  |  |
| History | H. Civics | H. Economics \& Personal Finance | IB History Year 1 | IB History Year 2 |
| Science | H. Biology | AP Environmental Science OR <br> H. Earth \& Environmental | (Choose 1) <br> IB Biology Year 1 <br> IB Chemistry Year 1 <br> IB Exer., Sport., Health Sci. Year 1 | IB Science Year 2 |
|  |  | H. Chemistry |  |  |
| Math | Math 1 | H. Math 2 | IB Math Analysis Year 1 OR <br> IB Math Applications Part 1 | IB Math Analysis Year 2 OR <br> IB Math Applications Part 2 |
|  |  | H. Math 3 |  |  |
|  |  | OR |  |  |
|  | H. Math 2 | H. Math 3 |  |  |
|  |  | H. Precalculus (recommended, not required) |  |  |
| Arts / Electives |  |  | Choose 1 over both years |  |
|  |  |  | IB Visual Arts Year 1 OR <br> IB Music Year 1 OR | IB Visual Arts Year 2 <br> OR <br> IB Music Year 2 OR |
|  |  |  | Choose ONE to substitute the arts |  |
|  |  |  | IB Psychology Year 1 <br> IB Chemistry Year 1 <br> IB Biology Year 1 <br> IB Exer., Spor., Health Sci. Year 1 | IB Psychology Year 2 <br> IB Chemistry Year 2 <br> IB Biology Year 2 <br> IB Exer., Spor., Health Sci. Year 2 |
| TOK |  |  | Theory of Knowledge Year 1 | Theory of Knowledge Year 2 |

(Updated 1/30/2024)

## 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) for dates
- Completed the IB Interest Form link on the front page of the Cedar Ridge IB website (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)
- 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 Main 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 MCHS at (919) 5367203 , 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 in 11th or 12th grade 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.

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.

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 NCDPI CCP)

Eligible high school students can earn college credit through North Carolina's Career and College Promise (CCP) program. To participate, students must:

- be a junior or senior;
- have an unweighted GPA of at least 2.8, or high school recommendation for approved CTE pathways;
- 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.
- provide a high school transcript every semester enrolled

| Career and Technical Education Examples (CTE) | College Transfer Pathways (CT) |
| :---: | :---: |
| - Architectural Technology/CAD <br> - Automotive <br> - Business Administration <br> - Construction <br> - Computer Repair <br> - Cybersecurity <br> - Dental Lab Tech <br> - EMT <br> - Early Childhood <br> - HVAC <br> - Maintenance <br> - Marketing <br> - Medical Assisting <br> - Nurse Aide <br> - Spanish Interpreter <br> - Welding <br> - Many more... | - Arts <br> - Science <br> - Engineering <br> - Nursing <br> - Teacher Prep <br> - Fine Arts/ Visual Arts <br> Additional Information on NC Community College pathways for both CTE \& CT can be found here |

To enroll in the Career and College Promise program, students should first meet with their school counselor. Students who are undecided about their pathway may by referred for a consultation with the Career Coach. Students who are ready for college coursework will be connected with the CCP Liaison for next steps. Students will 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
Alamance Community College - Career and College Promise - Admissions Admissions

Students who successfully complete college transfer courses will receive an honors weighting of .5 additional quality point. AP, IB and CCP courses earn 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: <br> Curriculum \& Instruction / Articulation \& Community Colleges <br> North Carolina Articulation List <br> 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 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 (Career \& College Promise, CCP "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: $90-100=\mathrm{A} ; 80-89=\mathrm{B}$; 70-79= C; 60-69 = D; $<59=\mathrm{F}$.

Grades and the corresponding number of quality points are shown below.

| Standard scale - Numeric Grades with a letter grade legend |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $90-100=4.0$ | $80-89=3.0$ | $70-79=2.0$ | $60-69=1.0$ | $\leq 59=0.0$ | $\mathrm{WF}=0.0$ |
| $\mathrm{FF}=0.0$ | $\mathrm{WP}=0.0$ | $\mathrm{INC}=0.0$ | $\mathrm{AUD}=0.0$ | $\mathrm{P}=0.0$ |  |

# OCS HIGH SCHOOL COURSE DESCRIPTIONS <br> Unless indicated by CRHS ONLY or OHS ONLY, a course is offered at both schools. 

## CULTURAL ARTS EDUCATION


#### Abstract

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 |
| :---: | :---: | :---: |
| FOR STUDENTS WHO DO NOT INTEND TO PARTICIPATE IN MARCHING BAND: |  |  |
| 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: <br> 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: <br> Band Beginning |
| Band <br> 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: <br> Band Intermediate |


| Band | Band students who have met the standards for Band Proficient <br> and do not intend to be a part of the marching band, should <br> Advanced - <br> Honors | Prerequisite: <br> This is for Band Advanced (Fall) and Band Advanced (Spring). <br> credit. Ensembester class that will receive 2 units of elective <br> director. After-school rehearsals and performances will be <br> required. |
| :--- | :--- | :--- |


|  | OHS ONLY - FOR STUDENTS WHO DO INTEND TO <br> PARTICIPATE IN MARCHING BAND |  |
| :--- | :--- | :--- |
| Marching Band <br> Beginning | Band students who have completed 8th-grade band, and first <br> headers of the auditioned color guard, who elect to be part of the <br> marching band should enroll in Marching Band Beginning (Fall) <br> and Band Beginning (Spring). The student will receive 2 units of <br> elective credit for this sequence. Students enrolled in Marching <br> Band will perform difficult repertoires, compete, travel, and <br> develop higher levels of performance and musical skills. <br> Requirements include attendance at all after-school rehearsals <br> on the published rehearsal calendar, Friday night VARSITY <br> football games including home playoff games, local parades, <br> three to five Saturday competitions, occasional local <br> performances, and summer camp. Students are expected to <br> meet strict attendance and behavior policies. <br> Non-instrumentalists in the color guard will only take Marching <br> Band in the fall semester and will receive only one elective <br> credit. OHS ONLY | Prerequisite: <br> 8th-grade band |
| Marching Band <br> Intermediate | Students that have met the standards for Band (Beginning), <br> who elect to be part of the marching band should enroll in <br> Marching Band Intermediate (Fall) and Band Intermediate <br> (Spring). The student will receive 2 units of elective credit for <br> this sequence. Students are expected to meet strict <br> attendance and behavior policies. Non- instrumentalists in the <br> color guard will only take Marching Band in the fall semester <br> and will receive only one elective credit. OHS ONLY | Prerequisite: <br> Band Beginning |
| Marching Band <br> Proficient - Honors | Students that have met the standards for Marching Band <br> Intermediate, who elect to be part of the marching band should <br> enroll in Marching Band Proficient (Fall) and Band Proficient <br> (Spring). The student will receive 2 units of elective credit for <br> this sequence. Students enrolled in this class will perform <br> difficult repertoires, compete, travel, and develop higher levels <br> of performance and musical skills. Requirements include <br> attendance at all after-school rehearsals on the published <br> rehearsal calendar, Friday night VARSITY football games <br> including home playoff games, local parades, three to five <br> Saturday competitions, occasional local performances, and <br> summer camp. Sudents are expected to meet strict attendance <br> and behavior policies. Non-instrumentalists in the color guard <br> will only take Marching Band in the fall semester and will <br> receive only one elective credit. OHS ONLY | Prerequisite: <br> 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: <br> 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: <br> Prior music training <br> 1 credit <br> Pass/Fail <br> Zero period offering |
| Vocal Music |  |  |
| 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: <br> Vocal Music Beginning and/or audition/teacher discretion |


| Vocal Music <br> Proficient - Honors | All choral students who have completed Vocal Music Intermediate <br> should sign up for Vocal Music Proficient. Ensemble placement <br> will be determined by the Vocal Music Director. Some after-school <br> rehearsals and performances are required. A dress code is <br> required for performances. This can be taken both semesters for <br> a year long elective. If choose to take both semesters, sign up for <br> Vocal Music two times. | Prerequisite: <br> Vocal Music Intermediate |
| :--- | :--- | :--- |
| Vocal Music <br> Advanced - Honors | All choral students who have completed Vocal Music Proficient <br> should sign up for Vocal Music Advanced. Ensemble placement <br> will be determined by the Vocal Music Director. Some after-school <br> rehearsals and performances are required. A dress code is <br> required for performances. This can be taken both semesters for <br> a year long elective. If chose to take both semesters, sign up for <br> Vocal Music two times. | Prerequisite: <br> 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 <br> Beginning | This introductory acting course offers skill development in <br> improvisations, monologues, scenes, stage movements, <br> character study, and examination of scripts. Students will learn <br> the basics of both acting and tech theatre work. |  |
| :--- | :--- | :--- |
| Theatre Arts <br> Intermediate | This intermediate acting course offers further skill <br> development for students who have met the standards for <br> Theatre Arts Beginning. Students will learn advanced <br> character and script analysis as well as acting styles, <br> classical theatre literature, and the basics of directing for the <br> theatre. | Prerequisite: <br> Theatre Arts Beginning and/or <br> audition/teacher discretion |
| Theatre Arts <br> Proficient - Honors | This advanced acting course offers further skill development <br> in acting styles, voice, movement, and directing for students <br> who have auditioned. | Prerequisite: <br> Theatre Arts Intermediate or <br> audition/teacher discretion |
| Theatre Arts <br> Advanced - Honors | This advanced acting course prepares students for collegiate <br> theatre studies in script and character analysis, voice, <br> movement, and directing. This course is open only to students <br> who have auditioned. | Prerequisite: <br> Theatre Arts Proficient or <br> audition/teacher discretion |
| Theatre Art <br> Special <br> (Technical <br> Theatre) <br> Beginning | Technical theatre course offers an introductory skill <br> development in all of the "backstage" functions essential to <br> play production, including scenery, set, prop and costume <br> constructions. | Recommended: <br> 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: <br> Theatre Art Special (Technical <br> 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: <br> 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: <br> 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: <br> 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 <br> Beginning (Art I) | This general survey art course is designed to reinforce and <br> build on knowledge and skills developed at the elementary <br> and middle school levels. It is the level for art study <br> throughout high school. |  |
| :--- | :--- | :--- |
| Visual Arts <br> Intermediate (Art 2) | Intermediate Art level with more in-depth art studio <br> experience; Art Intermediate builds on the student's technical <br> skills and foundation of knowledge developed in Art <br> Beginning. | Prerequisite: <br> Visual Arts <br> Beginning (Arts 1) |
| Visual Arts <br> Proficient - Honors <br> (Art 3) | Art Proficient builds on skills from Art Intermediate with a more <br> in-depth approach to the study of art processes and <br> techniques, aesthetic issues, art criticism, and art history. | Prerequisite: <br> Visual Arts Intermediate (Art 2) |
| Visual Arts <br> Advanced - Honors <br> (Art 4) | Emphasis is placed on fine art and commercial designs <br> including the production of a portfolio suitable for admission to <br> a post-secondary art program. | Prerequisite: <br> Visual Arts Proficient -Honors (Art 3) |
| Visual Arts <br> Advanced - Honors <br> (Art 5) |  |  |

## ADVANCED PLACEMENT \& INTERNATIONAL BACCALAUREATE CULTURAL ARTS COURSES

| AP Music Theory | This is an academic, non-performance based course with a <br> national curriculum that prepares students to take the national <br> AP Exam in Music Theory. Instruction includes basic to <br> advanced concepts of music structure and form, along with <br> preparation in sight singing and dictation. | OHS Only <br> Prerequisites: Instructor <br> recommendation and the ability to <br> read music |
| :--- | :--- | :--- |
| AP Visual Arts | The AP Program offers three separate portfolio <br> courses: AP Drawing Art \& Design <br> AP 2-D Design Art \& Design <br> AP 3-D Design Art \& Design | OHS Only |
| AP Art History | The AP Art History course is equivalent to a two-semester <br> introductory college course that explores the nature of art, art <br> making, and responses to art. By investigating specific course <br> content of 250 works of art characterized by the diverse artistic <br> traditions from prehistory to the present, the course fosters an <br> in depth, holistic understanding of the history of art from a <br> global perspective. Students become active participants in the <br> global art world, engaging with its forms and content. They <br> experience, research, discuss, read, and write about art, <br> artists, art-making, responses to, and interpretations of art. | OHS Only |
| IB Music | Involving aspects of the composition, performance, and critical <br> analysis of music, the course exposes students to forms, <br> styles, and functions of music from a wide range of historical <br> and socio cultural contexts. Students create, participate in, and <br> reflect upon music from their own background and those of <br> others. They develop practical and communicative skills which <br> provide them with the opportunity to engage in music for <br> further study, as well as for lifetime enjoyment. <br> Standard level (SL) music students are required to study <br> musical perception. <br> SL students in music are then required to choose one of <br> three options: <br> $\bullet$ creating (SLC) <br> $\bullet$ solo performing (SLS) <br> $\bullet$ group performing (SLG). | CRHS Only |
| IB Music II - 12th grade |  |  |
| I1th I - |  |  |

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.

CRHS Only
11th - 12th grade; both years
Prerequisite:
Art
Beginning
Both levels are completed for 2 total credits

## 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 state required 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 Assessment - Teacher made assessment or Performance Based Measure.

Information about all CTE Courses can be found on the CTE Course Management System.
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.

| Career Pathway |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Middle Grades Exploration | Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
|  |  |  | Concentrator is the completer course in the Pathway!! |  |
|  | Supplemental Employability Skills Courses | Supplemental |  |  |
|  | Supplemental Technical Courses | -Supplemental |  |  |
|  | Career 8 College Promise |  |  |  |
| CTE Pathway Guide |  | Ireer and Technical | ganizations: |  |

## Cedar Ridge Course Pathways <br> 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 - <br> Notes |
| :--- | :--- | :--- |
| Foundation of Agriculture (AU10) <br> (Previous name Agriscience <br> Applications) | Explore the sectors of the agriculture <br> industry through hands-on activities. <br> Develop a foundation of agricultural <br> literacy to become an advocate in the <br> community. Establish an understanding of <br> the process to produce agricultural <br> commodities in the areas of plant science, <br> agriculture mechanics, animal science, <br> and natural resources. Build leadership <br> and employability skills through authentic <br> experiences from Supervised Agricultural <br> Experience (SAE), classroom instruction, <br> and FFA participation. Gain the knowledge | OHS Only <br> Introduction to Agricultural Course |


|  | and skills for careers in the Agriculture, <br> Food and Natural Resources pathway. <br> Proof of Learning: CTE State <br> Assessment |  |
| :--- | :--- | :--- |
| Animal Science I (AA21) | Explore the impact animal physiology has <br> on animal nutrition and health. Identify <br> animals using physical traits and <br> characteristics. Implement best <br> management practices to select healthy <br> animals. Build leadership and <br> employability skills through authentic <br> experiences from Supervised Agricultural <br> Experience (SAE), classroom instruction, <br> and FFA participation. Gain the knowledge <br> and skills for careers in the Animal <br> Science pathway <br> Proof of Learning: Performance Based <br> Measure | Foundation of Agriculture (AU10) <br> (Previous name Agriscience |
| Applications) |  |  |


| Agricultural <br> Production I (AL11) <br> (Previous code AU11) | This course focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber systems. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, basic agricultural machinery and related industry careers, environmental stewardship, and leadership/personal development. <br> Proof of Learning: Local Assessment Supplemental Credential: Youth for Quality Care of Animals (YQCA) | OHS Only <br> OHS Recommends Prerequisite Course: <br> Foundation of Agriculture (AU10) <br> (Previous name Agriscience <br> Applications) |
| :---: | :---: | :---: |
| Agricultural <br> Production II (AL12) <br> (Previous code AU12) | This course provides scientific knowledge and technical skills with heavy emphasis on topics including pesticide use and safety, herbicide use and safety, wildlife habitat concerns, irrigation, agricultural equipment technology and safety, global industry issues, career planning, and human resource development. <br> Proof of Learning: Local Assessment Supplemental Credential: Youth for Quality Care of Animals (YQCA) | OHS Only <br> Prerequisite Course: <br> Agricultural <br> Production I (AL11) (Previous code <br> AU11) |
| Agricultural <br> Mechanics I (AS31) | Develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. Identify day-to-day maintenance and repair needs of agricultural mechanics equipment. Generate knowledge of agricultural mechanics safety and hand/power tool use and selection. Develop an understanding of electrical wiring and basic agricultural metal and wood fabrication. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Power, Structural and Technical Systems pathway. <br> Proof of Learning: CTE State Assessment | OHS Recommends Prerequisite Course: <br> Foundation of Agriculture (AU10) <br> (Previous name Agriscience <br> Applications) |
| Agricultural <br> Mechanics II Honors (AS32) <br> HONORS level ONLY beginning 2021-2022 | Understand metal fabrication technology to implement hot/cold metal working skills and technology, advanced welding and metal cutting skills. Build non-metallic agricultural fabrication techniques. Utilize tools and equipment safely to work with plastics, plumbing, concrete, and masonry. Build leadership and employability skills through authentic experiences from | Prerequisite Course: AS31 Agricultural Mechanics I <br> GPA Added Value will align with the state grade scale per school year. |


|  | Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in Power, Structural and Technical Systems pathway. <br> Proof of Learning: CTE State Assessment Supplemental Credential: OSHA 10 Hour Industry Certification |  |
| :---: | :---: | :---: |
| Horticulture I Introduction to Plants (AP41) | Grow your knowledge of plant biology and environmental conditions plants need to thrive. Cultivate plant identification skills and experiment with propagation and production practices. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in Plant Systems pathway. <br> Proof of Learning: Performance Based Measure | OHS Recommends Prerequisite Course: Foundation of Agriculture (AU10) (Previous name Agriscience Applications) |
| Horticulture II Plant Production (AP42) | 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 organization for students in Ag courses. <br> Proof of Learning: Performance Based Measure | Prerequisite Courses: <br> AP41 Horticulture I Introduction to Plants |
| Horticulture II <br> Landscape Construction Honors (AP44) <br> HONORS level ONLY <br> beginning 2021-2022 | Design landscapes that meet client demands. Implement landscape installation and maintenance skills through work-based learning opportunities. Gain the knowledge and skills for landscape careers in the horticulture pathway. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and | Prerequisite Course: <br> AP41 Horticulture I Introduction to Plants <br> GPA Added Value will align with the state grade scale per school year. |


|  | skills for careers in the Plant Systems <br> pathway. <br> Proof of Learning: Credential |  |
| :--- | :--- | :--- |
| Agricultural <br> Advanced Studies <br> (WS02) AGNR <br> (Previous code WB01) | Prepare for postsecondary education and <br> future careers through analysis and <br> research of selected career pathway. <br> Experience real-world application of <br> course/pathway content through a <br> work-based learning lens acquired by <br> utilizing employability skills in an authentic <br> workforce activity. Evaluate and plan for a <br> postsecondary career while educating <br> others. Gain the knowledge and skills for <br> careers in the pathway of choice. <br> Proof of Learning: Performance Based <br> Measure | Prerequisite Courses: <br> 2 credits in Agricultural Education in <br> one Career Pathway |
| Agricultural Internship (WI02) AGNR | Prepare for postsecondary education and <br> future careers through observation and <br> participation in the daily operations of a <br> career in a general career field. <br> Experience real-world application of job <br> tasks acquired by utilizing durable <br> employability skills in an authentic <br> workforce activity. Gain the knowledge <br> and skills for careers in the pathway of <br> choice. <br> Proof of Learning: Local Assessment | If Honors GPA Added Value will align with <br> the state grade scale per school year |
| (Previous code WB03) |  |  |
| Standard and Honors available |  |  |

## BUSINESS, FINANCE \& MARKETING EDUCATION CAREER PATHWAYS

Accounting • Financial Planning • Marketing Management Sport and Event Marketing • Project Management

| Course Name | Course Description | Prerequisites - Recommendations - <br> Notes |
| :--- | :--- | :--- |
| Accounting I (BA10) | Investigate the basic principles of the <br> accounting cycle. Analyze business <br> transactions and the proper recording of <br> these records. Interpret financial <br> statements, accounting systems, banking <br> and payroll activities, and basic types of <br> business ownership. Gain the knowledge <br> and skills for careers in <br> accounting.Strong math skills are <br> recommended. *Please note that this <br> class is not a replacement for Personal <br> Finance. <br> Proof of Learning: CTE State <br> Assessment <br> Supplemental Credential: Intuit <br> BookKeeping | Strongly Recommended: <br> Math I <br> If Honors GPA Added Value will align with <br> the state grade scale per school year. |
| Accounting II Honors (BA20) | Develop in-depth knowledge of <br> accounting procedures and techniques | Prerequisite: <br> BA10 Accounting I |


| Honors Level Only | utilized in solving business problems and making managerial decisions. Explore departmental accounting, corporate accounting, cost accounting, and inventory control systems. Amplify accounting skills to accurately complete specialized accounting procedures. Gain the knowledge and skills for careers in accounting.Mathematics is reinforced and entrepreneurial experiences are encouraged. <br> Proof of Learning: CTE State Assessment <br> Supplemental Credential: Intuit Quickbooks Certified User | Recommended instructor approval. <br> GPA Added Value will align with the state grade scale per school year. |
| :---: | :---: | :---: |
| Business Essentials (BF10) <br> Standard \& Honors <br> Previous name Principles of Business and Finance | Explore realistic business principles by examining the business environment and primary business activities. <br> Conceptualize ethics, customer relations, and human resource management through workplace scenarios. Investigate the usage of financial analysis, economics, information management, marketing, operations, and technology in the business world of the 21st century. Gain the knowledge and skills for careers in multiple business pathways. *New name and course modification for Principles of Business \& Finance. Proof of Learning: CTE State Assessment | If Honors GPA Added Value will align with the state grade scale per school year. |
| Business Ethics and Law I (BB30) <br>  <br> Honors <br> Formerly named Business Law | Cultivate the knowledge of basic legal and ethical principles governing the business industry and its consumers. Explore the role federal and state government plays in criminal and civil court cases. Investigate issues that arise in the topics of business ownership, contract law, employment law, cyber law, property law, and environmental law. Gain the knowledge and skills for careers in business law. Social studies and English language arts are reinforced. Proof of Learning: Performance Based Measure | Recommended Course: <br> At least one business credit <br> If Honors GPA Added Value will align with the state grade scale per school year. |
| Financial Planning I (BF21) | Develop techniques to enhance personal wealth building for a secure financial future. Establish key strategies for wealth building through evaluating businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Gain the knowledge and skills for careers in financial planning. | Prerequisite Course: <br> BF10 <br> Business Essentials |


|  | Proof of Learning: CTE State Assessment |  |
| :---: | :---: | :---: |
| Financial Planning II (BF22) | Develop the knowledge and skills to create a business financial plan; including loans, insurance, taxes, and corporate governance. Explore the various risks and returns associated with business activities and the impact of the global economy. Analyze ethical situations in various aspects of financial leadership in local, national, and global business environments. Gain the knowledge and skills for careers in financial planning. Proof of Learning: CTE State Assessment | Prerequisite Course: BF21 Financial Planning I <br> Recommended 10th - 12th grade |
| Marketing I (MM51) | Implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing. Proof of Learning: <br> Performance Based Measure |  |
| Marketing II (MM52) <br> Previous Name - Marketing <br> Applications (MA52) | Understand marketing mix strategies and the marketing model. Explore the role of marketing research, marketing data, and marketing communications. Apply knowledge to prepare a strategic marketing plan. Gain knowledge and skills for careers in marketing. <br> Proof of Learning: Performance Based Measure | Prerequisite Course: <br> MM51 Marketing I |
| Sport and Event Marketing I (MH31) | Explore sport and event industries, associated marketing strategies, and branding concepts. Develop an understanding of promotion and marketing data related to sports and events. Weave together the concepts to create a proposal for a unique event. Gain the knowledge and skills for careers in sport and event marketing. <br> Proof of Learning: Performance Based Measure | Recommended Prerequisite Course: MM51 Marketing I |
| Sport and Event Marketing II Honors (MH32) <br> Honors Level ONLY | Utilize knowledge of promotion and marketing to create a plan for a unique event. Extrapolate marketing data to make informed communication decisions. Analyze the financial and economic impacts of sports and events. Gain the knowledge and skills for careers in sport and event marketing. <br> Proof of Learning: Performance Based Measure | Prerequisite Course: MH31 Sport and Event Marketing I <br> GPA Added Value will align with the state grade scale per school year. |


| Project Management I (GS11) <br> Previous code CS11 | Explore the principles, concepts, and software applications used in the management of projects from conception to completion. Utilize project-based learning to exemplify the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Analyze the core concepts of scope, time, cost, and integration. Gain the knowledge and skills for careers across multiple pathways. Proof of Learning: CTE STate Assessment Supplemental Credential: Google Project Management Professional Certificate |  |
| :---: | :---: | :---: |
| Project Management II Honors (GS12) <br> Previous code CS12 | Develop advanced project management skills. Utilize project-based learning to understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Explore concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management. Gain the knowledge and skills for careers across multiple pathways. Proof of Learning: <br> Credential (PMI Project Management Ready) | Prerequisite course: Project Management I (GS11) Previous code CS11 <br> GPA Added Value will align with the state grade scale per school year. |
| Fashion Merchandising (MI21) | Experience a comprehensive approach to the business of fashion. Engage in the economics, distribution, promotion, and retail of fashion. Prepare for entry-level fashion employment or post-secondary education. Gain knowledge and skills for careers in the fashion industry. <br> Proof of Learning: CTE State Assessment | OHS Only |
| Business, Finance \& Marketing Advanced Studies WS04 (new code) BMA <br> WS06 (new code) FINA <br> WS14 (new code) MRKT | Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice. <br> Proof of Learning: Performance Based Measure | Prerequisite Courses: <br> 2 technical credits in Business Career <br> Pathway <br> OR <br> 2 technical credits in Finance <br> Pathway <br> OR <br> 2 technical credits in Marketing Pathway |


| Business, Finance \& Marketing Internship | Prepare for postsecondary education and <br> future careers through observation and <br> Warticipation in the daily operations of a <br> career in a general career field. | If Honors GPA Added Value will align with <br> the state grade scale per school year <br> Experience real-world application of job <br> tasks acquired by utilizing durable <br> employability skills in an authentic <br> Workforce activity. Gain the knowledge <br> WIOw code) FINA <br> WI14 (new code) MRKT <br> Standard and Honors available careers in the pathway of <br> choice. <br> Proof of Learning: Local Assessment |
| :--- | :--- | :--- |

COMPUTER SCIENCE, IT AND TECHNOLOGY EDUCATION CAREER PATHWAYS<br>Adobe Academy •AP Computer Science $\bullet$ Computer Engineering $\bullet$ Computer Science Principles • Data Science 3D Modeling \& Animation $\bullet$ Game Art Design $\bullet$ PLTW Engineering $\bullet$ Python Programming

| Course Name | Course Description | Prerequisites - Recommendations Notes |
| :---: | :---: | :---: |
| Adobe Visual Design I (CD10) <br> (Previous code II41) | Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway. Proof of Learning:Credential (Illustrator \& Photoshop) |  |
| Adobe Visual Design II (CD11) <br> (Previous code II42) | Explore elements that make exceptional digital and print publications. Create print and digital publications in Adobe InDesign. Train to earn the industry recognized Adobe Certified Professional InDesign credential. Gain knowledge and skills for careers in the Adobe Academy pathway. Proof of Learning: Credential (InDesign) | Prerequisite: Adobe Visual Design I (CD10) (Previous code II41) |
| Adobe Digital Design I (CD12) <br> (Previous code II43) | Build creative websites using techniques in Adobe Dreamweaver. Explore principles for web authoring and maintaining website content. Train to earn the industry-recognized Adobe Certified Professional Dreamweaver credential. Gain the knowledge and skills for careers in the Adobe Academy pathway. <br> Proof of Learning: Credential (Dreamweaver) |  |
| Adobe Video Design I (CD14) <br> (Previous code II45) | Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film |  |


|  | project. Work collaboratively to conceive, <br> plan, and execute production plans to <br> create audio and video assets. Use <br> Adobe Premiere Pro features to edit <br> audio and video clips to create and <br> publish a range of video products. Gain <br> the knowledge, skills, and credentials <br> necessary for career possibilities in the <br> Adobe Video Design pathway. <br> Proof of Learning: Credential <br> (Premiere Pro) |  |
| :--- | :--- | :--- |
| Previous name/code: Digital Design and  <br> Animation I (TS24) Design 2D graphics using bitmap and <br> vector editing applications. Record audio <br> and video using electronic devices for <br> editing. Build a scene in a 3D modeling <br> program. Gain the knowledge and skills <br> for careers in the 3D Modeling and <br> Animation pathway. <br> Proof of Learning: Performance Based <br> Measure |  |  |
| CompTIA IT Fundamentals (CI00) | Amplify 3D models into reality by applying <br> real-world materials and shaders. Deliver <br> 3D character model to life with rigging <br> and animation techniques. Forge creative <br> potential with lights and cameras on a <br> digital stage. Gain the knowledge, skills, <br> and industry credential for careers in the <br> 3D Modeling and Animation pathway. <br> Proof of Learning: Performance Based <br> Measure | Prerequisite Course: 3D <br> Modeling and Animation I <br> (CD20) Previous name/code: <br> Digital Design and Animation I <br> (TS24) |
| Animat Modeling and Animation II (CD21) |  |  |


|  | applications software while understanding the various components of an operating system. Interpret programming language categories and interpret the logic and purpose of programming. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway. <br> Proof of Learning: Credential (CompTIA IT Fund+) |  |
| :---: | :---: | :---: |
| AP Computer Science Principles (0A02) | AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world. | Recommend Prerequisite: Math 1 <br> GPA Added Value will align with the state grade scale per school year. |
| AP Computer Sciences A (2A02) | AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. | GPA Added Value will align with the state grade scale per school year. |
| SAS Base Programming Honors (CS31) <br> (Previous code BP20) <br> Honors ONLY beginning 2023-2024 | Build SAS programs to solve common data analysis problems. Illustrate data using custom formats and tables. <br> Synthesize data to help develop a story with data. Gain the knowledge and skills for careers in the Data Science pathway. Proof of Learning: Credential (SAS Certified Specialist Programming Fund Using SAS 9.4) | Recommend Course: Math II <br> GPA Added Value will align with the state grade scale per school year. <br> Prerequisite: Introduction to Data Science (CS30) (Previous code BM21) |
| Computer Engineering Technology I Honors (CIO1) <br> (Previous code II21) <br> Honors ONLY | Install and configure laptops and other mobile devices. Support and troubleshoot Windows OS, Mac OS, and Linux OS environments. Troubleshoot real-world device and network issues. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway. Proof of Learning: Credential (CompTIA A+ Core 1) | Prerequisite Course: CompTIA IT Fundamentals (CIOO) (Previous code BI12) <br> GPA Added Value will align with the state grade scale per school year. |
| Computer Engineering Technology II Honors (CIO2) <br> (Previous code II22) <br> Honors Level ONLY | Troubleshoot PC and mobile device issues including common OS, malware, and security issues. Identify and protect against security vulnerabilities for devices and their network connections. Perform critical IT support tasks. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway. Proof of Learning: Credential (CompTIA A+ Core 2) | Prerequisite Course: Computer Engineering Technology I Honors (CIO1) (Previous code II21) <br> GPA Added Value will align with the state grade scale per school year. |
| Computer Science I (CS20) | Explore how data is stored, transmitted, and used by computers. Investigate the |  |


| (Previous code BP41) | benefits and harms of quickly advancing technology in society. Produce unique and interactive computer programs. Gain the knowledge and skills for careers in the Computer Science Principles pathway. Proof of Learning: Performance Based Measure |  |
| :---: | :---: | :---: |
| Computer Science II (CS21) <br> (Previous code BP42) | Code programs that use advanced creativity and large data sets. Create computer programs that make use of advanced algorithms and procedures. Explore the impacts of computers on a global scale. Gain the knowledge and skills for careers in the Computer Science Principles pathway. Proof of Learning: Performance Based Measure | Prerequisite Course: Computer Science I (CS20) <br> (Previous code BP41) |
| Python Programming I (CP10) <br> (Previous code BP14) | Craft basic programs utilizing Python programming language. Execute functions, loops, operations, and data sets in various programs. Design programs with considerations for ethics, security, and how to implement the problem-solving process throughout the coding process. Gain the knowledge and skills for careers in the Python <br> Programming pathway. <br> Proof of Learning: Performance Based Measure | Strongly Recommend Prerequisite: Math 1 |
| Python Programming II Honors (CP11) <br> (Previous code BP16) <br> Honors ONLY beginning 2023-2024 | Design, write, debug, and run programs encoded in the Python language. Formulate program using Internet of Things (IOT) programs. Develop stories utilizing data sets, visualizations, and Python programming. Gain the knowledge and skills for careers in the Python Programming pathway. Proof of Learning: Credential (PCAP Python Certified Associate) | Prerequisite: Python Programming I (CP10) (Previous code BP14) |
| Technology Engineering and Design (CT10) <br> (Previous code TE11) | Explore how technology evolved throughout human history. Discover the universal systems model in products and processes society uses every day. Build a scale model of a structure by applying the Engineering Design Process. Gain the knowledge and skills for careers in the Technology Engineering, and Design pathway. Proof of Learning: Performance Based Measure | OHS Only |
| Engineering Essentials PLTW (CE12) <br> (Previous code TP13) | Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like creating a natural relief center system or | OHS Only |


|  | creating a solution to improve the safety and well-being of local citizens. <br> Proof of Learning: Third Party (PLTW) Assessment |  |
| :---: | :---: | :---: |
| Introduction to Engineering Design (IED) PLTW Honors (CE10) <br> (Previous code TP11) | 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 peer and members of the professional community. Art, English, language arts, mathematics and science are reinforced. Proof of Learning: Third Party (PLTW) Assessment | OHS Only <br> Recommended Course: Successful completion of Math I/Algebra I or concurrent enrollment in Math I <br> GPA Added Value will align with the state grade scale per school year. |
| Principles of Engineering (POE) PLTW Honors (CE11) <br> (Previous code TP12) | 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. <br> Proof of Learning: Third Party (PLTW) Assessment | OHS Only <br> GPA Added Value will align with the state grade scale per school year. |
| Civil Engineering and Architecture PLTW Honors (CE14) <br> (Previous code TP23) | 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. Proof of Learning: Third Party (PLTW) Assessment | OHS Only <br> Prerequisite Course: <br> Introduction to Engineering Design (IED) <br> PLTW Honors (CE10) (Previous code <br> TP11) <br> OR <br> Principles of Engineering (POE) PLTW Honors (CE11) (Previous code TP12) <br> GPA Added Value will align with the state grade scale per school year. |
| Digital Electronics (DE) PLTW Honors (CE13) | In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students explore the foundations | OHS Only <br> Prerequisite Course: |


| (Previous code TP21) | 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. <br> Proof of Learning: Third Party (PLTW) Assessment | Introduction to Engineering Design (IED) PLTW Honors (CE10) (Previous code TP11) <br> OR <br> Principles of Engineering (POE) PLTW Honors (CE11) (Previous code TP12) <br> GPA Added Value will align with the state grade scale per school year. |
| :---: | :---: | :---: |
| Aerospace Engineering PLTW Honors (CE15) <br> (Previous code TP25) | 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. <br> Proof of Learning: Third Party (PLTW) Assessment | OHS Only <br> Prerequisite Course: <br> Introduction to Engineering Design (IED) <br> PLTW Honors (CE10) (Previous code <br> TP11) <br> OR <br> Principles of Engineering (POE) PLTW Honors (CE11) (Previous code TP12) <br> GPA Added Value will align with the state grade scale per school year. |
| Engineering Design \& Development PLTW (CE16) <br> (Previous code TP31) | 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. Proof of Learning: Third Party (PLTW) Assessment | OHS Only <br> Prerequisite Course: <br> Civil Engineering and Architecture PLTW Honors (CE14) (Previous code TP23) Or <br> Digital Electronics (DE) PLTW Honors (CE13) (Previous code TP21) Or <br> Aerospace Engineering PLTW Honors (CE15) (Previous code TP25) |
| Microsoft Excel Honors (CC11) <br> (Previous code BM20) <br> HONORS level ONLY beginning 2021-2022 | Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways. Proof of Learning: Credential (MOS Excel Expert) | GPA Added Value will align with the state grade scale per school year. |
| Microsoft Word and PowerPoint (CC10) <br> (Previous Code BM10) <br> Standard and Honors | Craft, enhance, customize, and create various documents using Microsoft Word. Design, customize, and present presentations using Microsoft PowerPoint. Utilize the various features of both programs to produce relevant 21st Century documents. Gain the | If Honors GPA Added Value will align with the state grade scale per school year. |


|  | knowledge and skills for careers in the <br> Computer Science, IT, and Technology <br> pathways. <br> Proof of Learning: Credential (MOs <br> Word \& PowerPoint) |  |
| :--- | :--- | :--- |
| Computer Science, IT \& Technology <br> Advanced Studies <br> WS01 (new code) AAVC | Prepare for postsecondary education and <br> future careers through analysis and <br> research of selected career pathway. <br> Experience real-world application of <br> course/pathway content through a <br> work-based learning lens acquired by <br> utilizing employability skills in an <br> authentic workforce activity. Evaluate and <br> plan for a postsecondary career while <br> educating others. Gain the knowledge <br> and skills for careers in the pathway of <br> choice. <br> Proof of Learning: Performance Based <br> Measure | Prerequisite: 2 course credits in one <br>  <br> Technology or Information Technology or <br> STEM |
| WS15 (new code) STEM | Prepare for postsecondary education and <br> future careers through observation and <br> participation in the daily operations of a <br> career in a general career field. <br> Experience real-world application of job <br> tasks acquired by utilizing durable <br> employability skills in an authentic <br> workforce activity. Gain the knowledge <br> and skills for careers in the pathway of <br> choice. <br> Proof of Learning: Local Assessment | If Honors GPA Added Value will align with <br> the state grade scale per school year |
| Computer Science, IT \& Technology <br> Internship |  |  |
| WI01 (new code) AAVC | WI11 (new code) INFO | WI15 (new code) STEM |
| Standard and Honors available |  |  |

# FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS <br> (Apparel \& Textile Production •Food \& Nutrition • Interior Design) 

| Course Name | Course Description | Prerequisites - Recommendations - <br> Notes |
| :--- | :--- | :--- |
| Principles of Family and Human Services <br> (FC11) | Develop skills needed for personal and <br> professional success. Integrate life <br> literacy abilities through understanding <br> food management, financial skills, and <br> housing options to achieve optimal <br> well-being. Understand individual, family, <br> and community systems. Gain the <br> knowledge and skills for careers in <br> human services. <br> Proof of Learning: cTE State <br> Assessment |  |
| Apparel and Textile Production I (FA31) | Discover the diverse landscape of the <br> apparel and textile industry, with a focus <br> on design, textiles, and apparel <br> engineering. Explore a range of topics, <br> including fibers and finishes, sewing <br> patterns and techniques, and the <br> elements and principles of design. <br> Construct a sewn project using <br> knowledge learned in the course. Gain <br> the knowledge and skills for careers in <br> apparel and textile production. For <br> safety reasons, the recommended <br> enrollment should not exceed 20 <br> students. <br> Proof of Learning: CTE State <br> Assessment | OHS Only |
| Apparel and Textile Production II (FA32) | Design apparel utilizing the design <br> process. Implement advanced sewing <br> skills to engineer an apparel product. <br> Simulate marketing and business <br> experience to explore the apparel <br> industry. Gain the knowledge and skills <br> for careers in apparel and textile <br> production. * For safety reasons, the <br> recommended enrollment should not <br> exceed 20 students. <br> Proof of Learning: CTE State <br> Assessment | OHS Only |
| Arerequisite Course: FA31 Apparel and |  |  |
| Textile Production I |  |  |


| Interior Design Studio (FI22) | Devise an understanding of the multiple roles of an interior designer. Utilize artistic and design factors in planning, selection, and arrangement of interior spaces to meet the needs of families in the interior environment. Participate in creating a portfolio that includes a diverse understanding of multiple areas of design. Gain the knowledge and skills for careers in interior design. <br> Proof of Learning: Performance Based Measure <br> Supplemental Credential: PrePac in Fashion Textiles \& Apparel | Prerequisite: F121 Interior Design Fundamentals |
| :---: | :---: | :---: |
| Interior Design Technology Honors (FI23) Honors Level Only | Integrate interior design skills and building information modeling (BIM) using the AutoDesk Revit architecture program. Become familiar with digital drafting tools that enable designers to create fully coordinated plans, sections, elevations, 3-D perspectives, and renderings. Utilize drafting software to create a diverse portfolio of interior design skills. Gain the knowledge, skills, and industry certification for careers in interior design. Proof of Learning: Credential (Revit) | Prerequisite: FI21 Interior Design Fundamentals <br> GPA Added Value will align with the state grade scale per school year. |
| Food \& Nutrition I (FN41) | Formulate an understanding of nutrition for a healthy lifestyle by preparing foods in each food group. Develop kitchen skills that promote proper food handling practice. Plan and execute meal management. Gain the knowledge, skills, and industry credential for careers in food and nutrition. *For safety and sanitation reasons, the recommended enrollment should not exceed 20 students. <br> Proof of Learning: CTE State Assessment <br> Supplemental Credential: ANSI Accredited Food Handler Certification |  |
| Food \& Nutrition II (FN42) | Expand knowledge of nutrient needs for a healthy lifestyle through the lifespan. Discover the impact of food systems on the environment, economy, society, and the individual. Develop an entrepreneurial venture idea using the Lean Canvas Business Model. Gain the knowledge, skills, and industry credential in food protection management for careers in food and nutrition. *For safety and sanitation reasons, the recommended enrollment should not exceed 20 students. Proof of Learning: CTE State Assessment Supplemental Credential: ANSI | Prerequisite Course: FN41 Food \& Nutrition II |


|  | Accredited Food Protection Manager |  |
| :---: | :---: | :---: |
| Hospitality and Tourism Management I (FH31) | Discover the limitless possibilities in the hospitality and tourism industry. Explore this multifaceted industry and the impact on society, environment, and economy. Investigate ways to engage in exceptional guest service. Gain the knowledge, skills, and industry certification for careers in hospitality and tourism management. Proof of Learning: Performance Based Measure |  |
| Hospitality and Tourism Management II (FH32) | Recognize career opportunities for management in the hospitality and tourism industry. Apply knowledge of the industry to develop a marketing plan for a company. Practice financial management, sales, and leadership for this dynamic industry. Gain the knowledge, skills, and industry credential for careers in hospitality and tourism management. Proof of Learning: Credential (Pending State Approval) | Prerequisite course: Hospitality and Tourism Management I (FH31) |
| Family and Consumer Sciences (FCS) Advanced Studies <br> WS03 (new code) ARCH <br> WS01 (new code) AAVC <br> WS05 (new code) EDUC <br> WS09 (new code) HOSP <br> WS10 (new code) HUMA | Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice. <br> Proof of Learning: Performance Based Measure | Prerequisite courses: 2 technical credits in Apparel Design (AAVC), Interior Design (ARCH), or Foods Pathways (HUMA) |
| Family and Consumer Sciences (FCS) Internship <br> WIO3 (new code) ARCH <br> WI01 (new code) AAVC <br> WIO5 (new code) EDUC <br> WIO9 (new code) HOSP <br> WI10 (new code) HUMA <br> Standard and Honors available | Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway of choice. <br> Proof of Learning: Local Assessment | If Honors GPA Added Value will align with the state grade scale per school year |


| Course Name | Course Description | Prerequisites - Recommendations - Notes |
| :---: | :---: | :---: |
| Foundations of Health Sciences (HU10) | Explore medical history from the primitive era to the 21st century. Understand mathematics used in healthcare, medical terminology, and abbreviations. Initiate learning about healthcare professions through career exploration. Gain knowledge and skills for careers in the Health Science cluster. <br> Proof of Learning: CTE State Assessment | CRHS Only |
| Health Science I (HU40) | Explore anatomy, physiology, diseases, and disorders within human body systems. Understand structural organization of the human body as it applies to recognizing and responding to first aid emergencies. Engage in projects, teamwork, collaboration, and demonstration to reinforce curriculum content. Gain knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway. <br> Proof of Learning: CTE State <br> Assessment <br> Supplemental Credential: First Aid | CRHS Only |
| Health Science II (HU42) | Understand the healthcare industry, including employability skills, cultural awareness, safety, and infection control procedures used by healthcare professionals. Develop an understanding of the cardiovascular and respiratory systems to apply knowledge and skills toward earning industry recognized credentials. Demonstrate understanding of curriculum content through projects, collaborations, and teamwork. Gain the knowledge, skills, and credentials for careers in the Healthcare Professional pathway. <br> Proof of Learning: Performance Based Measure <br> Supplemental Credentials: Basic Life Support, Stop the Bleed, OSHA 10 Hour Certification | CRHS Only <br> Prerequisite Course: HU40 Health Sciences I |
| Nursing Fundamentals and Practicum Honors (HN43) <br> Honors Level Only <br> When not an available CRHS course, | Explore the role of a Nurse Aide as defined by North Carolina Department of Health and Human Services, and Health Care Personnel Education and Credentialing Section. Perform nurse aide skills to care for patients and | CRHS Only <br> 2 Credits <br> Grades 11-12 |


| student can see School Counselor for CCP option NAS 101 | residents in a healthcare clinical setting. Build communication skills and learn to function as a healthcare team member. Gain the knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway. * NCBON recommends students are $161 / 2$ on the first day of the Nursing Fundamentals and Practicum class. <br> Proof of Learning: Credential (NC Nurse Aide I) | Prerequisite Courses: Health Science II Recommended approved application <br> GPA Added Value will align with the state grade scale per school year. |
| :---: | :---: | :---: |
| Health Sciences Advanced Studies WS08 (new code) HLTH | Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice. <br> Proof of Learning: Performance Based Measure | Prerequisite courses: 2 technical credits in Health Sciences HLTH |
| Health Careers Internship WIO8 (new code) HLTH <br> Standard and Honors available | Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. <br> Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway of choice. <br> Proof of Learning: Local Assessment | If Honors GPA Added Value will align with the state grade scale per school year. |

# TRADE AND INDUSTRIAL EDUCATION CAREER PATHWAYS <br> Construction Technology • Firefighter Technology • Law \& Justice <br> Public Safety • Woodworking 

| Course Name | Course Description <br> Notes |  |
| :--- | :--- | :--- |
| Construction Core (ICOO) | Prerequisites - Recommendations - <br> Perform basic safety procedures required <br> for construction and industrial project <br> sites. Engage in proper techniques <br> required to safely operate hand and <br> power tools used in the construction <br> industry. Practice material handling tasks <br> using appropriate personal protective <br> equipment (PPE) procedures and <br> techniques. Gain the knowledge, skills, <br> and industry credentials for careers in | OHS |


|  | architecture and construction. * For safety <br> reasons, the recommended enrollment <br> should not exceed 20 students. <br> Proof of Learning: Credential (NC <br> NCCER Const Core) |  |
| :--- | :--- | :--- |
| Construction Technology I (IL80) | This course covers advanced technical <br> aspects of carpentry with emphasis on <br> development of skills introduced in IC00 <br> Construction Core. Topics include plans, <br> framing, footings, foundations, wall <br> sheathing, insulation, vapor barriers, <br> gypsum board, and underlayment. Skills <br> in measurement, leadership, safety, <br> mathematics, and problem-solving are <br> reinforced in this course. Hands-on work <br> experiences with the Hands for Habitat <br> Project enhances classroom instruction <br> and career development. <br> Proof of Learning: Local Assessment | Prerequisite Course: IC00 Core <br> Construction |
| Construction Technology II (IL81) | This course covers issues related to <br> planning, management, finance, labor, <br> technology, community, health, <br> environment, and safety. Topics include <br> estimating, leveling instruments, forms, <br> special framing, interior and exterior <br> finishing, cabinets, built-ins, and metal <br> studs. Skills in technical subjects, <br> production, leadership, safety, problem <br> solving, and mathematics are reinforced <br> in this course. Hands-on work <br> experiences with the Hands for Habitat <br> project enhances classroom instruction <br> and career development. <br> Proof of Learning: Local Assessment <br> (NC NCCER) | OHS Only |
| Firefighter Technology I (IP31) | Prerequisite Course: IL80 Construction <br> Technology I |  |


|  | firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology. <br> Proof of Learning: Credential (NCOSFM - NC Office of State Fire Marshal) |  |
| :---: | :---: | :---: |
| Firefighter Technology III Honors (IP33) Honors Level ONLY | Maximize knowledge and skills required in firefighting. Develop tasks related to skills used in rescue, fire protection, fire and life safety, mayday, HAZMAT, and traffic incident management. Perform advanced firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology. Proof of Learning: Credential (NCOSFM - NC Office of State Fire Marshal) | OHS Only <br> Prequistite Course: IP32 Firefighter Technology II <br> GPA Added Value will align with the state grade scale per school year. |
| Woodworking I (IM21) | Develop a working knowledge of Health and Safety Hazards practices in the woodworking industry. Practice techniques required to safely operate hand tools, portable power tools, and stationary power tools used in the woodworking industry. Engage in procedures for designing, laying out, and constructing a cabinet assembly. Gain the knowledge, skills, and industry credentials for careers in manufacturing. * For safety reasons, the recommended enrollment should not exceed 20 students. <br> Proof of Learning: CTE State <br> Assessment <br> Supplemental Credential: OSHA 10 Hour Certification | CRHS Only |
| Woodworking II Honors (IM22) <br> Honors ONLY beginning 2023-2024 | Practice advanced techniques required to safely operate hand tools, portable power tools, and stationary power tools used in the woodworking industry. Develop a working knowledge of material characteristics, advanced surface preparation, and finish techniques used in the woodworking industry. Engage in advanced procedures for designing, laying out, and constructing a cabinet assembly. Gain the knowledge, skills, and industry credentials for careers in manufacturing. * For safety reasons, the recommended enrollment should not exceed 20 students. <br> Proof of Learning: Credential (Woodwork Career Alliance Sawblade | CRHS Only <br> Prerequisite Course: IM21 Woodworking I |


|  | Certification - WCA) |  |
| :---: | :---: | :---: |
| Furniture Making III (IL15) | This course covers the development of more advanced knowledge and skills in the furniture and cabinetmaking industry. Emphasis is placed on construction 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. <br> Proof of Learning: Local Assessment | CRHS Only <br> Grades 11-12 <br> Prerequisite Courses: IM22 Woodworking II and instructor approval |
| Law \& Justice I (IP41) | Develop an understanding of the history of law enforcement, including the criminal justice system. Understand the responsibilities of policing, and the classification of crimes. Practice basic skills such as communication with diverse groups, conflict resolution, operation of equipment, and courtroom testimony. Gain the knowledge, skills, and industry credentials for careers in law and justice. Proof of Learning: Credential (National Law Enforcement Certification SPSS) | CRHS Only |
| Law \& Justice II Honors (IP42) <br> HONORS level ONLY beginning 2021-2022 | Gather knowledge and skills required in private security protection. Practice communication skills required of protection officers. Perform tasks including crime prevention, risk and threat management, and physical security. Gain the knowledge, skills, and industry credentials for careers in law and justice. Proof of Learning: Credential (Certified Protection Officer - CPO) | CRHS Only <br> Prerequisite Course: IP41 Law \& Justice I <br> GPA Added Value will align with the state grade scale per school year. |
| Public Safety I (IP11) | Develop a basic understanding of careers and skills in the public safety pathway. Perform basic skills with these different careers, including firefighting, EMT, and law enforcement. Create a student personal plan for a career in public safety. Gain the knowledge, skills, and industry credentials for careers in public safety. Proof of Learning: Credential (Law \& Public Safety Introductory Competency) <br> Supplemental Credential: National Incident Management System (NIMS) |  |
| Public Safety II Honors (IP12) | Develop a deeper understanding of careers and skills in the public safety | Prerequisite Course: IP11 Public Safety I |


| HONORS level ONLY beginning 2021-2022 | pathway. Perform skills associated with being part of a community emergency response team. Prepare for a career in 9-1-1 telecommunication through demonstrated activities. Gain the knowledge, skills, and industry credentials for careers in public safety. Proof of Learning: Credential (Community Emergency Response Team - CERT AND NECI 911 Basic Communication) | GPA Added Value will align with the state grade scale per school year. |
| :---: | :---: | :---: |
| Trade \& Industrial Advanced Studies WS03 (new code) ARCH WS12 (new code) LAW WS13 (new code) MANU | Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice. <br> Proof of Learning: Performance Based Measure | Prerequisite courses: 2 technical credits in the aligned course pathway |
| Trade \& Industrial Internship WIO3 (new code) ARCH WI12 (new code) LAW WI13 (new code) MANU WI15 (new code) STEM WI16 (new code) TRAN Standard and Honors available | Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway of choice. <br> Proof of Learning: Local Assessment | If Honors GPA Added Value will align with the state grade scale per school year. |
| Videography PHO222 <br> WC05 (PS Code) <br> PHO224 <br> WC06 (PS Code) <br> ACC CCP Courses | 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. | CRHS Only <br> Grades 11-12 <br> Prerequisite: Community college requires students to be in 11th or 12th grade |

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Photography
GRD }16
WC05 (PS Code)
GRD }16
WC06 (PS Code)
ACC CCP Courses
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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 compositional quality.

CRHS Only

Prerequisite: Community college requires students to be in 11th or 12th grade

## 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 21 st-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. <br> - 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 |
|  <br> 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 <br> Prerequisite <br> Course: $8^{\text {th }}$ 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 <br> classical and contemporary world literature (excluding British and <br> American authors). Students will continue to explore language for <br> expressive, explanatory, critical, argumentative, and literary purposes, <br> although the emphasis will be placed on informational contexts. This <br> course, moreover, requires students to study more challenging texts, <br> demonstrate critical thinking in generating thought-provoking questions <br> and work as self-directed and reflective learners independently and as <br> leaders and collaborators in groups. Students in this class will be prepared <br> for success in AP/IB as upperclassmen. The End-of-Course test is <br> required. | Grade 10 |
| :--- | :--- | :--- |
| English III | This course focuses on United States literature as it reflects the social <br> perspective and historical significance by continuing to use language for <br> expressive, expository, argumentative, and literary purposes. The <br> emphasis in English III is the critical analysis of texts through reading, <br> writing, speaking, listening, and using media. | Grade 11 |


| 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 <br> Recommended <br> Courses: Honors <br>  <br> Composition; <br> 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 <br> 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 | CRHS Only <br> Grade 11 <br> Recommended <br> Courses: Honors <br>  <br> Composition; <br> Honors English II |
| IB English IV | credit to students based on their IB assessment scores. | Grade 12 <br> Prerequisite Course: <br> IB English III |
| English Electives: Please note that elective courses are taught subject to student demand, sufficient enroliment, 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 <br> poetry and poetic forms and will have limited opportunity for students to <br> write their own verse. Broad ranges of poetry will be covered, from <br> Ancient Greek to modern times. Students taking this course should be <br> seriously interested in dissecting all aspects of poetry in order to fully <br> understand the poet's skill. | CRHS Only <br> Grades 11-12 |
| :--- | :--- | :--- | | Minority Literary <br> Studies | This course uses literature from a variety of texts to study race and <br> multiculturalism as major components of American culture. Students will <br> study the literature and writings of selected African-American, American <br> 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 <br> of mass media. This project-based class will include sections on music <br> (rock and roll, metal, hip hop, blues, jazz), movies, the internet, video <br> games, newspapers, and of course television. Also featured will be expert <br> guests to introduce real world insight into the power and prominence of the <br> media in our lives. | CRHS Only |
| Mythology | This course focuses on the analysis of myth in literature from ancient times <br> to the present, with special attention to classical (Greek/Roman) mythology, <br> but also with the inclusion of myths from a variety of cultures (i.e., African, <br> Norse, and Native American). Students will explore and examine the <br> history and influence of mythological motifs and figures through various <br> literary texts and other artistic forms. | Grades 10-12 |
| SAT/ACT Prep | This course prepares students for the SAT Reasoning test, but also <br> includes some preparation for the ACT. The course is equally split between <br> the Math and Verbal sections of the test. Students will learn the structure <br> and format of the tests, learn the concepts that are tested, practice the <br> types of questions, learn "brain" exercises, diagnose strengths and <br> weaknesses, and practice strategies for successful test-taking. Students <br> will collaborate, problem solve, and use the most up-to-date research for <br> mastering the test. Students will register with the college board and learn to <br> use the websites and resources available to them. | CRHS Only <br> Grades 10-12 |
| Recommended <br> Courses: <br> Concurrently taking |  |  |
| Math II or III |  |  |

Journalism Electives:

$$
\begin{aligned}
& \begin{array}{l}
\text { Journalism (newspaper and yearbook) courses are classes/workshops designed to instruct as well as to produce } \\
\text { publications. Because of the need for continuity of staff throughout an academic year, students are encouraged to sign } \\
\text { up for two semesters in Newspaper or two semesters in Yearbook during a given academic year. Exceptions may be } \\
\text { made with teacher permission. } \\
\text { A maximum of six journalism courses of either kind (newspaper or yearbook) spread over the student's 9th, 10th, 11th, and } \\
\text { 12th grades will be allowed. }
\end{array} \begin{array}{l|l|l|}
\hline \text { Newspaper I } & \begin{array}{l}
\text { This introductory journalism course is designed for students interested in } \\
\text { the basics of newspaper journalism and the production of the school } \\
\text { newspaper. This course introduces students to the function of newspapers; } \\
\text { the ethics of journalism; the writing of news, features, columns, editorials, } \\
\text { and reviews; as well as the basics of photography. Working with more } \\
\text { advanced students, Newspaper I students will produce the school } \\
\text { newspaper. Some after-school work may be required. Available to second } \\
\text { semester freshmen. }
\end{array} & \text { Grades 9-12 } \\
\hline \text { Newspaper II } & \begin{array}{l}
\text { This second-level journalism course is designed to help students refine } \\
\text { those skills acquired in Newspaper I, including more in-depth interviewing } \\
\text { and reporting, as well as understanding the business management aspect } \\
\text { of newspapers. Working with more advanced students, these students will } \\
\text { produce the school newspaper. Some after-school work may be required. }
\end{array} & \begin{array}{l}
\text { Prerequisite } \\
\text { Courses: }
\end{array} \\
\hline \text { Newspaper I, } \\
\text { application, and } \\
\text { instructor's } \\
\text { permission }
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& \hline
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$$

| 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 <br> Prerequisite Courses: <br> 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 <br> 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 <br> 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 <br> Prerequisite Courses: <br> 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 <br> Prerequisite <br> Courses: <br> 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 <br> 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 <br> 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 <br> 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 <br> 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 <br> 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


#### Abstract

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 <br> Standards for English I. Students will gain mastery of curricular concepts <br> through a survey of world literature. Through textual analysis of literary <br> genres including short stories, poetry, drama, epics, nonfiction, persuasion <br> and argumentation, presentation techniques, cause and effect writing, and <br> research focusing on career readiness, the student will explore, examine, <br> and evaluate a wide variety of modes of expression. Technology skills will <br> be honed through the regular use of a variety of web tools and technical <br> processes. | Grade 9 |
| :--- | :--- | :--- |
| Occupational English II | The OCS English II course is strategically aligned with the North Carolina <br> Standards for English II. Students will gain mastery of curricular concepts <br> through a survey of world literature. Through the examination of <br> vocabulary including prefixes and suffixes, literary genres including fables <br> and short stories, textual analysis through poetry, drama, fiction and <br> nonfiction, persuasion and argumentation, presentation techniques, <br> cause, and effect writing, and research focusing on global awareness, the <br> student will explore, examine, and evaluate a wide variety of modes of <br> 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 <br> Standards for English III. Students will gain mastery of curricular concepts <br> through a survey of American literature. Through the examination of <br> grammatical concepts including parts of speech, punctuation, sentence and <br> paragraph structure as well as various literary genres including oral folklore, <br> drama, poetry, short stories, and various persuasive texts, including the <br> development of a comprehensive research-based persuasive essay, the <br> student will explore, examine, and evaluate a wide variety of modes of <br> expression. The student will apply language expression for life-skills <br> writing, speaking, and listening skills. Technology skills will be honed <br> through the course. | Grade 11 |


|  | 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 | 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. | Grade 12 |
| :---: | :---: | :---: |
| Occupational American History I | 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. | Grade 11-12 |
| Occupational American History II | 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. | Grade 11-12 |
| Occupational Founding Principles, North Carolina Civic Literacy | 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. | 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 <br> Preparation II: <br> 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. <br> 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 <br> 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 |

$\left.\begin{array}{|l|l|l|}\hline & \begin{array}{l}\text { to allow students to develop soft skills appropriate to all careers. Students } \\ \text { have opportunities to develop appropriate interpersonal and } \\ \text { problem-solving skills with an understanding of cultural diversity. Students } \\ \text { will have opportunities to develop and apply self-advocacy skills as well as } \\ \text { collaboration skills as they work in teams. Course activities may take place } \\ \text { in a variety of settings including the classroom, whole school environment, } \\ \text { and the community. Students begin to work on the 225 community-based } \\ \text { training hours that are required for this diploma pathway. }\end{array} & \\ \hline \text { Occupational } & \begin{array}{l}\text { This course is designed to allow students to continue the development and } \\ \text { begin the application of skills learned in Occupational Preparation I and II. } \\ \text { Work-based learning activities are provided including community-based } \\ \text { training, job shadowing, job sampling, internships, situational assessment, } \\ \text { cooperative education and/or apprenticeships. These work-based activities } \\ \text { allow students to apply employability skills to competitive employment } \\ \text { settings and demonstrate the effectiveness of their work personality and job } \\ \text { skills. Multiple opportunities for leadership development and } \\ \text { self-determination are provided. Students continue to work on the 225 } \\ \text { community-based training hours and begin to work on the 225 hours of paid } \\ \text { employment, unpaid vocational training, unpaid internship, paid } \\ \text { employment at community rehabilitation facilities, and volunteer and/or } \\ \text { community services hours that are required for this diploma pathway. }\end{array} & \text { Grade 11 }\end{array}\right\}$

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

Grades 9-12
Prerequisite
Course: NC Math I 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.

| NC Math 2 Honors | Honors Math II demands a more challenging approach to the student's <br> study of Math II concepts. Students will have opportunities to take greater <br> responsibility for their learning. In Math II (Honors), students continue to <br> deepen their study of quadratic expressions, equations, and functions; <br> comparing their characteristics and behavior to those of linear and <br> exponential relationships from Math I. The concept of quadratics is <br> generalized with the introduction of higher degree polynomials. New <br> methods for solving quadratic and exponential equations are developed. <br> The characteristics of advanced types of functions are investigated <br> (including power, inverse variation, radical, absolute value, <br> piecewise-defined, and simple trigonometric functions). The link between <br> probability and data is explored through conditional probability and counting <br> methods. Students explore more complex geometric situations and deepen <br> their explanations of geometric relationships, moving towards formal <br> mathematical arguments. Important differences exist between Math II and <br> the historical approach taken in Geometry classes. For example, <br> transformations are explored early in the course and provide the framework <br> for studying geometric concepts such as similarity and congruence. The <br> study of similarity leads to an understanding of right triangle trigonometry <br> and connects to quadratics through Pythagorean relationships. Honors <br> Math II contains additional topics that will begin students' preparation for <br> advanced math courses. The Standards for Mathematical Practice apply <br> throughout each course and, together with the content standards, require <br> that students experience mathematics as a coherent, useful, and logical <br> subject that makes use of their ability to make sense of problem situations. <br> This course fulfills the North Carolina high school graduation requirement <br> for Math II. | Prerequisite <br> Course: NC Math |
| :--- | :--- | :--- |
| I |  |  |


| NC Math 3 Honors | Honors Math III demands a more challenging approach to the student's <br> study of Math III concepts. Students will have opportunities to take greater <br> responsibility for their learning. This course is designed so that students <br> have the opportunity to pull together and apply the accumulation of <br> mathematics concepts learned previously. They apply methods from <br> probability and statistics to draw inferences and conclusions from data. <br> Students expand their repertoire of functions to include polynomial, rational, <br> and exponential, and logarithmic functions, including an intense study of <br> families of functions and the relationships therein. They expand their study <br> of right triangle trigonometry to include general triangles and in the study of <br> trigonometric functions to model simple periodic phenomena. Finally, <br> students bring together all of their experience with functions and geometry <br> to create models and solve contextual problems. Appropriate technology <br> and tools, including manipulatives and calculators, will be used regularly for <br> instruction and assessment. The Standards for Mathematical Practice apply <br> throughout each course and, together with the content standards, require <br> that students experience mathematics as a coherent, useful, and logical <br> subject that makes use of their ability to make sense of problem situations. <br> This course fulfills the North Carolina high school graduation requirement <br> for Math III. The final exam is the North Carolina Final Exam based on the <br> Math III standards. | Recommended: NC <br> Math 2 Honors |
| :--- | :--- | :--- |
| NC Math 4 | The primary focus of this course is on functions and statistical thinking, <br> continuing the study of algebra, functions, trigonometry, and statistical <br> concepts previously experienced in NC Math 1-3. The course is designed to <br> be a capstone to introductory statistical concepts. Additionally, the course <br> intentionally integrates concepts from algebra and functions to demonstrate <br> the close relationship between algebraic reasoning as applied to the <br> characteristics and behaviors of more complex functions. In many cases, <br> undergraduate students majoring in non-STEM fields will take an entry-level <br> Algebra or Introductory Statistics course. Students will be prepared for <br> college-level algebra and statistics or as abridge to prepare students for <br> Precalculus or other advanced math courses. | Prerequisites: NC <br> Math 1, NC Math |
| 2, NC Math 3 |  |  |


| Calculus - Honors | Honors Calculus is an introductory course to AP Calculus. Honors <br> Calculus presents the topics covered in one semester of college <br> Calculus. The major units of study include a foundation of derivatives and <br> integrals, rules of derivatives, models of integration, applications and <br> analytic geometry. This course is aligned with the College Board <br> curriculum to prepare students for AP Calculus AB. | Prerequisite: <br> Honors <br> Pre-Calculus |
| :--- | :--- | :--- |
| Discrete Mathematics | Discrete mathematics introduces students to the mathematics of <br> networks, social choice, and decision making. Applications and modeling <br> are central to the course. The course builds on the student's knowledge of <br> matrix arithmetic and probability to model relationships and solve <br> problems. | Grades 10-12 |

IB Mathematics Applications and Interpretations I SL or HL

IB Mathematics Applications and Interpretation II 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 the conclusions or generalizations.

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.

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.

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.

The assessment objectives are common to Mathematics: applications and interpretation and to Mathematics: analysis and approaches.

- Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts, and techniques in a variety of familiar and unfamiliar contexts.
- Problem-solving: Recall, select and use their knowledge of mathematical skills, results, and models in both abstract and real-world contexts to solve problems.
- 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.
- Technology: Use technology accurately, appropriately, and efficiently both to explore new ideas and to solve problems.
- 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.

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.

CRHS Only
Grade 11
Prerequisite
Course: Honors
Math III by the end of the $10^{\text {th }}$ grade

CRHS Only
Grade 12
Prerequisite Course: IB Math Studies I

IB Mathematics
Analysis and Approaches I SL or HL

IB Mathematics Analysis and Approaches II SL or HL

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 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.

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.

The assessment objectives are common to Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

- Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts, and techniques in a variety of familiar and unfamiliar contexts.
- Problem-solving: Recall, select and use their knowledge of mathematical skills, results, and models in both abstract and real-world contexts to solve problems.
- 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.
- Technology: Use technology accurately, appropriately, and efficiently both to explore new ideas and to solve problems.
- 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.

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.

## CRHS Only

Grade 11
by the end of $10^{\text {th }}$
grade

## CRHS Only

Grades 12
Prerequisite Course: IB Mathematics ISL

## 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
** Required for Graduation from High School** Completion of this course is designed to address the Health and Physical Education components of the $\mathrm{K}-12$ 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

Grades 9-12
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.

## 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 <br> Prerequisite: <br>  <br> 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 <br> Prerequisite: <br> 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 <br> Prerequisite: <br>  <br> Personal <br> 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 <br> Prerequisite: <br> 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 <br> Prerequisite: Sports Medicine I, Biology, and prior approval of the instructor due to job shadowing requirements outside of class |
| Strength Training <br> \& 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 <br> Prerequisite: <br> Healthful Living |
|  | total fitness. The development of a personal fitness plan is a part of this program. |  |
| Strength Training <br> \& 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 <br> Prerequisite: Weight <br>  <br> 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/Environmen tal 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/Environmen tal 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. <br> The NC End-of-Course test is required. | Grades 10-12 <br> 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. | Grades 9-12 <br> Recommended: Successful completion or current enrollment in Math II |


|  | The End-of-Course test is required. |  |
| :--- | :--- | :--- |


| 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 <br> 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 <br> 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 <br> 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 <br> 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 <br> 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 <br> 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 <br> Grades 11-12 <br> Recommended: <br> Chemistry and current enrollment in Math III |

## Science Electives

| Botany \& Zoology - <br> Honors | This course will support all students, including those who are <br> considering future careers in life or health sciences. Students will study <br> animals and plants, learning about how they compare in their <br> structures and functions. This course will provide a strong honors-level <br> foundation for future high school life sciences. Students will explore this <br> content through laboratory activities including dissections, models, <br> research, projects, and fieldwork. | Grades $10-12$ |
| :--- | :--- | :--- |
| Forensics | Forensics is a course that will introduce students to the application of <br> science to law. Scientific methods will be used to examine physical <br> evidence. An overview of the forensic analysis of firearms, fingerprints, <br> drugs, blood, hair, fibers, paint, glass, arson debris, and other topics will <br> be covered in this course. Students will have a wide range of hands-on <br> learning experiences, from the collection of evidence at the crime scene to <br> taking the stand as an expert witness in a mock court of law. | Grades 10-12 |
| Introduction for <br> Biotechnology | Biotechnology is an exciting and expanding field. This course will prepare <br> the student to become ready for a biotechnology pathway. Hands-on labs <br> 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 <br> 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 <br> Prerequisite: <br> Biology or Chemistry or Honors Biology II |
| IB Biology SL | Biologists investigate the living world at all levels using many different approaches and techniques. <br> 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. <br> 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 <br> Grades 11-12 <br> Prerequisite <br> Courses: Honors Biology <br> Recommended: <br> AP Environmental Science <br> **This course is offered on alternating years with IB Sports, Exercise, \& Health Science - starting in 2018-19 |


| IB Biology HL |  | CRHS Only |
| :--- | :--- | :--- |
|  |  | Grades $11-12$ |
| Prerequisite: |  |  |
| IB Biology I |  |  |

$\left.\begin{array}{|l|l|l|}\hline \text { IB Chemistry I HL } & \begin{array}{l}\text { Chemistry is an experimental science that combines academic study with } \\ \text { the acquisition of practical and investigational skills. } \\ \text { It is often called the central science as chemical principles underpin both } \\ \text { the physical environment in which we live and all biological systems. Apart } \\ \text { from being a subject worthy of study in its own right, chemistry is often a } \\ \text { prerequisite for many other courses in higher education, such as } \\ \text { medicine, biological science, and environmental science. }\end{array} & \text { CRHS Only } \\ \text { Through studying a science subject students should become aware of how } \\ \text { scientists work and communicate with each other. While the scientific } \\ \text { method may take on a wide variety of forms, the emphasis is on a practical } \\ \text { approach. In addition, through the overarching theme of the "Nature of } \\ \text { Science" this knowlege and skills will be put into the context of the way } \\ \text { science and scientists work in the 21st Century and the ethical debates and } \\ \text { limitations of creative scientific endeavour. } \\ \text { Chemistry }\end{array}\right\}$

| $\underline{\text { IB Environmental }}$ | Through studying environmental systems and societies (ES\&S) students <br> will be provided with a coherent perspective of the interrelationships <br> between environmental systems and societies; one that enables them to <br> adopt an informed personal response to the wide range of pressing <br> environmental issues that they will inevitably come to face. <br> The teaching approach is such that students are allowed to evaluate <br> the scientific, ethical, and socio-political aspects of issues. | CRHS Only |
| :--- | :--- | :--- |
| $\underline{\text { Societies I SL }}$ SLade 11 |  |  |
| ES\&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 |  |  |
| course and have it count as either social studies or a science course, or |  |  |$\quad$| Prerequisite: |
| :--- |
|  <br> Honors <br> Chemistry/Physics |


| IB Environmental Systems \& Societies IISL | both. This gives students the opportunity to study (an) additional subject(s) from any group. <br> 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. <br> During the course, students will study eight different topics. An important aspect of the ES\&S course is hands-on work in the laboratory and/or out in the field. | CRHS Only <br> Grade 12 <br> Prerequisite: <br> IB Environmental Systems \& Societies I |
| :---: | :---: | :---: |
| 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. | Grades 10-12 <br> Recommended <br> Courses: Honors <br>  <br> Honors Biology |
| 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. | Grades 11-12 <br> Recommended <br> Course: Concurrent Math III or higher |
| AP Physics 2: <br> 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. | Grades 11-12 <br> Recommended: Concurrent Math III or higher |


| AP Physics C: <br> Mechanics | Mechanics is a calculus-based physics course that provides instruction in <br> each of the following six content areas: kinematics; Newton's laws of <br> motion; work, energy and power; systems of particles and linear <br> momentum; circular motion and rotation; and oscillations and gravitation. <br> The course culminates in the national AP Physics Exam. | CRHS Only |
| :--- | :--- | :--- |
| $\underline{\underline{\text { IB Sports Exercise }}}$ | This two-semester course involves the study of the science that underpins <br> physical performance and provides the opportunity to apply these <br> principles. The course incorporates the traditional disciplines of anatomy <br> and physiology, biomechanics, psychology, and nutrition, which are studied <br> in the context of sports, exercise, and health. Students will cover a range of <br> core and optional topics and carry out practical (experimental) investigation <br> in both laboratory and field settings. This will provide an opportunity to <br> acquire the knowledge and understanding necessary to apply scientific <br> principles and critically analyze human performance. Where relevant, the <br> course will address issues | Recommended <br> Courses: <br> Concurrent <br> Calculus or higher |
| offered on alternating |  |  |
| years with IB |  |  |

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

## 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 <br> culture. Students perform the most basic functions of the language and <br> become familiar with some elements of its culture. The emphasis is placed <br> on the development of the four skills of listening, speaking, reading, and <br> writing within a given context extending outside of the classroom setting <br> when possible. Grammar is integrated throughout the course and is <br> selected according to the language conventions (functions). | Grades 9-12 |
| :--- | :--- | :--- |


| Spanish I | This course is an introduction to the study of the target language and its <br> culture. Students perform the most basic functions of the language and <br> become familiar with some elements of its culture. The emphasis is placed <br> on the development of the four skills of listening, speaking, reading and <br> writing within a given context extending outside of the classroom setting <br> when possible. Grammar is integrated throughout the course and is <br> selected according to the language conventions (functions). | Grades $9-12$ |
| :--- | :--- | :--- |
| Spanish II | This course provides students with opportunities to continue the <br> development of their listening, speaking, reading and writing skills. Students <br> participate in simple conversational situations by combining learned <br> elements of the language orally and in writing. They are able to satisfy basic <br> survival needs and interact on issues of everyday life in the present time <br> and past time inside and outside of the classroom setting. They compose <br> related sentences which narrate, describe, compare, and summarize <br> familiar topics from the target culture. Focus is placed on understanding the <br> main ideas. | Prerequisite: <br> Spanish I or Spanish <br> 1A |
| school 1 in middle |  |  |


| Spanish for Native <br> Speakers I | This course is designed specifically for native/heritage speakers of Spanish <br> who already have some oral language proficiency. The purpose of this course <br> is to enable students whose heritage language is Spanish to develop, <br> maintain, and enhance proficiency in Spanish by providing them the <br> opportunity to listen, speak, read, and view in a variety of contexts and for a <br> variety of audiences including the family, school, and the immediate <br> community. The course will allow students to explore the cultures of the <br> Hispanic world including their own, and it will enable students to gain a better <br> understanding of the nature of their own language as well as other languages <br> to be acquired. | Grades |
| :--- | :--- | :--- |
| Spanish for Native <br> Speakers II <br> Spanish for Native <br> Speakers I |  |  |
| AP Spanish | Advanced Placement Spanish is a course designed for advanced students in <br> Spanish language and literature. The course strengthens and refines skills in <br> listening comprehension, speaking, writing and reading in preparation for <br> success on the national AP Spanish Exam. Literature and other authentic <br> documents will be used to generate and enhance exchanges in the Spanish <br> language. The course follows the national AP curriculum and culminates in <br> the AP Exam in May. | Grade |


| IB Spanish IV SL | 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. <br> 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 | CRHS Only <br> Grade 11 <br> Prerequisite: <br> Spanish III by the end of 10th grade |
| :---: | :---: | :---: |
| IB Spanish V HL | criteria. <br> 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 <br> Grade 12 <br> Prerequisite: <br> 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 <br> Prerequisite: <br> 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 <br> Prerequisite: <br> 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 <br> Prerequisite: <br> Latin III |
| IB Latin IV SL | 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 | CRHS Only Grade 11 <br> Prerequisite: Latin III |
| IB Latin V HL | culture(s) connected with it. <br> 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. <br> 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 <br> 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 entering Grade 9 in 2021-2022 and after must complete four social studies credits:

1. The Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance
3. American History
4. World History

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 <br> civilizations from ancient to modern times. Students will examine, compare, <br> and contrast the historic origins of significant events, ideas, and reactions of <br> world leaders. Social, religious, economic, and political perspectives in <br> Europe, Asia, Africa, and the Americas will be explored, with an emphasis <br> placed on western civilizations. Students will develop chronological and <br> thematic insights based on their understanding of these historical <br> 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 <br> provides the opportunity for advanced work in the systematic study of major <br> ideas and concepts found in the study of global history. The course is <br> designed to be challenging and requires students to take greater <br> responsibility for their learning by participating in problem-seeking, <br> problem-solving, scholarly and creative processes, critical analysis and <br> application, reflective thinking, and historical writing. Assignments will <br> encourage critical thinking skills such as drawing conclusions, making <br> inferences, and analyzing primary and secondary sources through a variety <br> of means, including reading selections made by the department. | Grade 9 |


| The Founding Principles of The United States of America and North Carolina: Civic Literacy | 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 |
| :---: | :---: | :---: |
| The Founding Principles of The United States of America and North Carolina: Civic Literacy: Honors | 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 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. | Grades 10-12 |
| 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 IHonors | 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 <br> Prerequisite: <br> 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 <br> Prerequisite: American History I |
| American History | This course begins with the European exploration of the new world through the early 21 st 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. |  |
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| 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 |  |
| Social Studies Electives |  |  |
| 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 <br> 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 | OHS Only <br> Grades 11-12 |

$\left.\begin{array}{|l|l|l|}\hline & \begin{array}{l}\text { issues that we study. Honors Global Issues provides the opportunity for } \\ \text { advanced work, rigorous academic study, and the practical application of the } \\ \text { major ideas and concepts found in the study of Global Issues. The course is } \\ \text { challenging and requires students to take greater responsibility for their } \\ \text { learning by participating in problem-seeking and problem-solving, scholarly } \\ \text { and creative processes, critical analysis and application, reflective thinking, } \\ \text { and the expression and defense of ideas generated through the study of } \\ \text { Global Issues. Additional outside reading selections will be made by the } \\ \text { department. }\end{array} & \\ \hline & \begin{array}{l}\text { African American Studies is a semester or year-long course that is } \\ \text { conceptually driven and introduces students to the exploration of the rich and } \\ \text { diverse history and culture of African Americans. The goal of this course is to } \\ \text { broaden the knowledge and understandings of students interested in learning } \\ \text { about the histories, cultures and economic, geographic and political realities } \\ \text { of African Americans. This course will provide students with an opportunity to } \\ \text { engage with the social, economic, and political activities of African Americans } \\ \text { in a way that allows them to make deep connections across the content. The } \\ \text { historical content of this course will be taught with relevance to contemporary } \\ \text { and current issues in order to ensure a deeper understanding for students }\end{array} & \text { Grades 9-12 }\end{array}\right\}$

|  | higher-level course. Extensive readings are required from the textbook, primary sources, and historic documents. Students are expected to take the AP Exam. |  |
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| AP Psychology | AP Psychology is a college-level course that will prepare students to take the AP exam in May. <br> 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 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 | Grade 10-12 |
| IB History I HL <br> History of the Americas | History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. <br> 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. <br> The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around | CRHS Only <br> Grade 11 <br> Prerequisite: <br> World History |
| IB History II HL <br> 20 ${ }^{\text {th }}$ Century Topics | 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. <br> 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. <br> History is available at both Standard Level (SL) and Higher Level (HL). | CRHS Only <br> Grade 12 <br> Prerequisite: <br> IB History I HL |


| IB Psychology I HL | The IB Diploma Programme psychology course is the systematic study of behavior and mental processes. <br> 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 | Grade 11 <br> (Spring semester) |
| :---: | :---: | :---: |
| IB Psychology II HL | 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. | Grade 12 <br> (Fall semester) |
| 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 | Slots for this class are limited to two students per period. <br> 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. | Grades 11-12 <br> Prerequisite: <br> Students must complete <br> a Library Science application form and be approved by the Media Coordinator via an interview |
| 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. | OHS Only <br> Grade 12 <br> Prerequisite: <br> Application and letter of recommendation are required |
| 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 <br> environment over the internet. When enrolled in an NCVPS course students <br> will use different technologies to complete their daily coursework and will also <br> collaborate with their online teacher and classmates who come from a variety <br> of locations and cultures. Students are able to work from a variety of <br> locations and at flexible hours. For the most up-to-date list of course <br> offerings, check out the catalog online at www.ncvps.org. |  |
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| Driver Education | Dependent upon state legislation, Driver training and safety education is <br> offered throughout the year, as a before or after-school activity, to all eligible <br> Orange County students who are at least 14 1/2 years old and are enrolled in <br> public, private, or homeschool. Upon completion of thirty hours of classroom <br> and six hours of behind-the-wheel instruction, students who are 15 to 17 <br> years old are eligible to apply for a learner's permit at any North Carolina <br> Department of Motor Vehicles (DMV). For more information, check: <br> http:/www.orangecountyfirst.com/content/drivers-education | Non-unit Course |


| GLOSSARY |  |
| :---: | :---: |
| ACT | 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. |
| AP | 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. |
| Articulation Credit | 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 https://www.orangecountyfirst.com/Page/139 for the list of courses that allow students to receive articulated credit. |
| AIG | Academically / Intellectually Gifted Program |
| Career Cluster | Career Clusters ${ }^{\text {TM }}$ 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. |
| Career Pathway Major | 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. |
| Career pathways | 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. |
| CCP | 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. |
| CDM | 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. <br> 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. |


|  | CDM is not available for Honors weighted courses. |
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| CRHS | The abbreviation for Cedar Ridge High School. |
| Concentrator | Concentrator is a student who has successfully completed a Concentrator course in an approved <br> Career Pathway. |
| Concentrator course | Concentrator course is a second- or third-level course in the Career Pathway (CPPOS) that builds <br> upon technical skills acquired in a prerequisite course. |
| Co-requisite | Co-requisite is a required course that is to be taken at the same time the course in question is to be <br> taken. |
| CTE | Excer \& Technical Education |
| EC | English Languaghen Cevegram <br> Emergent Bilingual <br> ELD <br> EB <br> EL <br> ELL <br> ESL |
| EOClish Learner |  |
| English Language Learner |  |
| English as a Second Language |  |


| SAT | A standardized, five-hour test developed by the College Board that measures verbal, mathematical <br> reasoning, and writing skills. Four-year colleges use a student's score on this test as part of the <br> admissions evaluation for entrance. |
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| Secondary | This term refers to middle and high schools. |
| Section 504 | In compliance with Section 504, schools will not discriminate against qualified students with disability <br> on the basis of a disability. |
| Weighted Grades <br> (Weighting) | In calculating a student's grade point average, advanced courses are awarded additional quality points <br> because of the emphasis on rigor and demand for higher-order thinking skills. Courses designated as <br> honors are awarded .5 additional quality points depending on the student's entering ninth-grade cohort; <br> Advanced Placement (AP) courses and International Baccalaureate (IB) courses are weighted 2 or 1 <br> additional quality points depending on the student's entering ninth-grade cohort. The weighted credit is <br> approved by the North Carolina State Board of Education (policy \# HSP-L-004). |
| WorkKeys | The ACT WorkKeys® Assessment measures foundational skills required for success in the workplace, <br> and help measure the workplace skills that can affect job performance. The North Carolina <br> Department of Public Instruction requires all seniors who have a CTE concentration to take this exam. <br> The exam evaluates students in three areas: Applied Math, Graphic Literacy, and Workplace <br> Documents. As a result of this testing, students may earn a NC Career Readiness Certificate. This <br> certification is industry-recognized, portable, and certifies that the student has the essential skills <br> 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.

