

ORANGE COUNTY SCHOOLS

First Choice for Families

HIGH SCHOOL CURRICULUM & COURSE REGISTRATION GUIDE

Preparing for Your Future

Contact Information

Cedar Ridge High School

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

Orange High School

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

Partnership Academy

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

Last Updated February 2021

Orange County Schools

~Vision~

We envision a public school system that prepares all students to be creative, constructive thinkers who become healthy, productive and responsible members of our community and the world.

~Mission~

Orange County Schools provides learning opportunities that develop resourceful citizens prepared to engage in an ever changing and diverse world.

~Strategic Plan Goals~

Orange County Schools will be the first choice for families through:

1. challenging and engaging every learner to achieve at his/her full potential;
2. engaging in two-way communication with our stakeholders and diverse community;
3. creating a career destination for employees;
4. the provision of safe and sustainable operations to support optimal learning;
5. the accountable, equitable, and transparent management of human and financial resources.

Orange County Schools Board of Education

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

Board Members: Hillary MacKenzie, Board Chair, Brenda Stephens, Vice Chair, Will Atherton, Carrie Doyle, Bonnie Hauser, 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](#)
 - [Partnership Academy Student Services Department](#)
- [NC Department of Instruction High School Website](#)
- [Guardian/Student Powerschool Portal](#)

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FOUR YEAR PLANNING GUIDE FOR HIGH SCHOOL STUDENTS

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

Student Name

Career Pathway

Career Goal

GRADE 9	GRADE 10
GRADE 11	GRADE 12

A MESSAGE FROM COUNSELORS

The basis for a successful year in high school is careful course selection. The best selections are made when the student and guardian 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 the middle schools and high schools. These programs are presented throughout the school year and particularly during the course registration period in the early spring.

Both Orange High School and Cedar Ridge offer the resources of a Career Center. These centers can be helpful in 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 you identify career options that are right for you based on your individual 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 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 you will find pertinent information from the Orange County Board of Education Policy.

(Policy #3460 can be found at: [Policy 3460](#))

FUTURE-READY CORE CURRICULUM GRADUATION REQUIREMENTS

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

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

Understanding State and Local Graduation Requirements

- 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 in order to make a recommendation to the principal. Final decision will be made by the principal. (Refer to OCS Board of Education [Policy #3460](#)).
- Students can tailor their course cluster to fit their interests and goals while building a strong academic foundation. Under the six total elective units required for graduation, four elective credits (a four course cluster) will be taken from one of the following areas of focus: Career and Technical Education, Arts Education, or other designated subject areas. (e.g. mathematics, science.) The remaining two electives can be any combination from Career and Technical Education, Arts Education, or World Languages. **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.*
- In addition to the Occupational Course of Study course requirements, students are required to obtain 600 work hours. Each student must complete: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based vocational training; (3) 225 hours of paid employment, unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.
- Students may substitute AP US History for American History I and American History II. International Baccalaureate (IB) History may be substituted for American History I and American History II. IB students will not be required to take an additional social studies elective, as students will be receiving the full range of US History in these two courses and will receive two credits, satisfying NC Graduation Requirements.

Understanding 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: For students entering Grade 9 between 2014-15 and 2019-20
English	4 Credits English I, English II, English III and English IV	4 Credits English I, II, III, and IV
Mathematics	4 Credits Math I, Math II, Math III and a 4th Math Course to be aligned with the student's post high school plans	3 Credits 1. Intro to Math I 2. Math I 3. Financial Management
Science	3 Credits 1. A physical science course 2. Biology 3. An earth/environmental science course	2 Credits 1. Applied Science 2. Biology
Social Studies	4 Credits 1. American History: Founding Principles, Civics & Economics 2. World History 3. 2 American history courses which shall be either: a. American History I and American History II b. American History I or II and another social studies course c. American History and another social studies course	2 Credits (enters 9th gr between 2017-2018 and 2019-2020) 1. American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy 2. American History I or American History II or American History 2 Credits (enters 9th gr between 2014-2015 and 2016-2017) 1. American History I 2. American History II
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
Health & Physical Education	1 Credit Health/Physical Education Successful completion of CPR instruction is a graduation requirement and is incorporated into the mandatory health/physical education course	1 Credit Health/Physical Education Successful completion of CPR instruction is a graduation requirement and is incorporated into the mandatory health/physical education course
Electives or other requirements	6 Credits <ul style="list-style-type: none"> 2 elective credits of any combination from either: Career and Technical Education (CTE) Arts Education World Languages 4 elective credits strongly recommended (four-course concentration) from one of the following: Arts Education (e.g. dance, music, theater arts, visual arts) Any other subject area (e.g., math, science, social studies, English, and dual enrollment courses) Career and Technical Education (CTE) <i>*Note: Due to Perkins V course pathway changes, CTE no longer has four course clusters. Most CTE course clusters are two courses. A few CTE course clusters are three courses.</i> 	4 CTE elective credits 6 Occupational Preparation Credits Occupational Preparation I, II, III, IV (i.e., completion of 150 hours of school-based training with work activities and experiences that align with student's post-school goals, 225 hours of community-based training, and 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.) A career portfolio Completion of the student's IEP objectives
Local requirements	6 Credits Determined by Student Choice	
TOTAL	28 CREDITS REQUIRED	22 CREDITS REQUIRED

	FUTURE-READY Course of Study: For students entering Grade 9 in 2020-21	OCCUPATIONAL Course of Study: For students entering Grade 9 in 2020-21
English	4 Credits English I, English II, English III and English IV	4 Credits English I, II, III, and IV
Mathematics	4 Credits Math I, Math II, Math III and a 4th Math Course to be aligned with the student's post high school plans	3 Credits 1. Intro to Math I 2. Math I 3. Financial Management
Science	3 Credits 1. A physical science course 2. Biology 3. An earth/environmental science course	2 Credits 1. Applied Science 2. Biology
Social Studies	4 Credits 1. American History: Founding Principles, Civics & Economics or Founding Principles of the USA and NC: Civic Literacy 2. World History 3. American History I or American History II or American History 4. Economics and Personal Finance (Subject to change based on DPI)	2 Credits 1. Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy 2. Economics and Personal Finance
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
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
Electives or other requirements	6 Credits <ul style="list-style-type: none"> 2 elective credits of any combination from either: Career and Technical Education (CTE) Arts Education World Languages 4 elective credits strongly recommended (four-course concentration) from one of the following: Arts Education (e.g. dance, music, theater arts, visual arts) Any other subject area (e.g., math, science, social studies, English, and dual enrollment courses) Career and Technical Education (CTE) <i>*Note: Due to Perkins V course pathway changes, CTE no longer has four course clusters. Most CTE course clusters are two courses. A few CTE course clusters are three courses.</i> 	4 CTE elective credits 6 Occupational Preparation Credits Occupational Preparation I, II, III, IV (i.e., completion of 150 hours of school-based training with work activities and experiences that align with student's post-school goals, 225 hours of community-based training, and 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.) A career portfolio Completion of the student's IEP objectives
Local requirements	6 Credits Determined by Student Choice	
TOTAL	28 CREDITS REQUIRED	22 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 middle school 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 Language Learner (ELL) 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, s/he would need to first successfully earn credit for Math II, either through CDM or traditional enrollment in the course.

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

REPEATING A COURSE FOR CREDIT

Repeating a Previously Failed Course

As provided in the Orange County Board of Education policy 3420 for Student Promotion and Accountability "Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order 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.

The principal, after consulting with the professional staff and the student's guardian(s), may determine that skipping a grade level is appropriate.

For more information on Student Promotion and Accountability, please see the [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 on the basis of criteria established by the superintendent.
- Recognition of honor graduates shall be included in 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 and NC Final Exams 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 higher math course)	4 credits
Science (including Biology, a Physical Science, and an Earth/Environmental Science)	3 credits
Social Studies (including World History, American History, American History: The Founding Principles/Civics & Economics and all requirements of the students cohort.)	4 credits
Health & Physical Education	1 credit
Electives: CTE, Cultural Arts, or World Languages	2 credits
Other Electives	4 credits
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, nonacademic 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)
<p>English I English II English III* English IV**</p> <p>*AP English Language and IB English Language & Literature, HL (year 1 and year 2) will fulfill this requirement **AP English Literature and IB English IV will fulfill this requirement Dual Enrollment Courses Link</p>	<p>World History American History: The Founding Principles, Civics and Economics American History (I or II)* Another Social Studies Course</p> <p>*AP US History OR IB History of the Americas and 20th Century will fulfill this requirement</p>
MATHEMATICS (4 credits)	SCIENCE (3 credits)
<p>Math I Math II Math III 4th Math*</p> <p>*4th Math credit to be aligned with the student's post high school plan Link to NC Math Options Chart for 4th Math</p>	<p>Earth/Environmental* Biology A Physical Science**</p> <p>*AP Environmental Science and IB Environmental Systems & Societies will fulfill this requirement **Chemistry, Physical Science, or Physics will fulfill this requirement</p>
HEALTH & PHYSICAL EDUCATION (1 credit)	
ELECTIVES (A total of 12 credits)	
<p>(4 credits in a Cluster Pathway and 6 Additional credits from any courses)</p> <p>Cluster Pathway: _____</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> </div> <div style="width: 45%;"> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> </div> </div> <p>2 credits in any combination of CTE, Arts Education, or World Languages. (Two credits in the same world language are required for admission to colleges in the UNC system.)</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1. _____</p> <p>2. _____</p> </div> <div style="width: 45%;"></div> </div> <p><i>*Note: Due to Perkins V course pathway changes, CTE no longer has four course clusters. Most CTE course clusters are two courses. A few CTE course clusters are three courses.</i></p>	

FUTURE READY CORE GRADUATION CHECKLIST

for students entering 9th grade in 2020-21 and later

ENGLISH (4 credits; 1 per year)	SOCIAL STUDIES (4 credits)														
English I English II English III* English IV** *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 American History: The Founding Principles, Civics and Economics American History (or American History I or II)* Economics & Personal Finance *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 Math II Math III 4th Math* *4 th Math credit to be aligned with the student's post high school plan Link to NC Math Options Chart for 4th Math	An Earth/Environmental Science* Biology A Physical Science** *AP Environmental Science and IB Environmental Systems & Societies will fulfill this requirement **Chemistry, Physical Science, or Physics will fulfill this requirement														
HEALTH & PHYSICAL EDUCATION (1 credit)															
ELECTIVES (A total of 12 credits)															
<p>(4 credits in a Cluster Pathway and 6 Additional credits from any courses)</p> <p>Cluster Pathway: _____</p> <table> <tbody> <tr> <td>1. _____</td> <td>1. _____</td> </tr> <tr> <td>2. _____</td> <td>2. _____</td> </tr> <tr> <td>3. _____</td> <td>3. _____</td> </tr> <tr> <td>4. _____</td> <td>4. _____</td> </tr> <tr> <td>5. _____</td> <td></td> </tr> <tr> <td>6. _____</td> <td></td> </tr> </tbody> </table> <p>2 credits in any combination of CTE, Arts Education, or World Languages. (Two credits in the same world language are required for admission to colleges in the UNC system.)</p> <table> <tbody> <tr> <td>1. _____</td> </tr> <tr> <td>2. _____</td> </tr> </tbody> </table> <p><i>*Note: Due to Perkins V course pathway changes, CTE no longer has four course clusters. Most CTE course clusters are two courses. A few CTE course clusters are three courses.</i></p>		1. _____	1. _____	2. _____	2. _____	3. _____	3. _____	4. _____	4. _____	5. _____		6. _____		1. _____	2. _____
1. _____	1. _____														
2. _____	2. _____														
3. _____	3. _____														
4. _____	4. _____														
5. _____															
6. _____															
1. _____															
2. _____															

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

World Languages	Latin 1, 2, 3 & 4 French 1, 2, 3 & 4 Spanish 1, 2, 3 & 4 CTE Career & College Promise	AP French AP Spanish IB Second Language 4 & 5 (C) Psychology MS Word, PowerPoint Marketing Spanish for Native Speakers 1 & 2 Minority Studies Principles of Business & Finance Digital Communications Systems (O) Second Language (NCVPS)
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North Carolina Career & Technical Education Career Pathways

For ALL high school students beginning school year 2020-2021

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.

Career Pathway				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	<div>REQUIRED</div> <div>Foundational Prerequisite is the Prereq to the Prerequisite!!</div>	<div>REQUIRED</div> <div>Prerequisite is the Prereq to the Concentrator!!</div>	<div>Concentrator is the completer course in the Pathway!!</div>	<div>OPTIONAL:</div> <div>Next level course, internship, advanced studies.</div>
	Supplemental Employability Skills Courses	Supplemental		
	Supplemental Technical Courses	Supplemental		
	Career & College Promise			
Intracurricular Career and Technical Student Organizations:				

[CRHS Career & Technical Course Pathway One-Pager](#)

[OHS Career & Technical Course Pathway Two-Page Graphic](#)

Career Pathways offered by Orange County Schools CTE can also be viewed online at: <https://www.orangecountyfirst.com/Page/141>

Agricultural:

OHS ONLY:

Agriculture Career Pathway Local Course Option				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		AU11 Agriculture Production I	AU12 Agriculture Production II	WB01 CTE Advanced Studies AGNR OR WB02 CTE Apprenticeship AGNR OR WB03 Internship AGNR
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	AU10 Agriscience Applications		
	Work-based and Experiential	SAE for All		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: FFA				

OHS and CRHS:

Animal Science Career Pathway (ANSC)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		AA21 Animal Science I	AA22 Animal Science II OR AA23 Animal Science II - Small Animal	AA41 Veterinary Assisting OR WB01 CTE Advanced Studies AGNR OR WB02 CTE Apprenticeship AGNR OR WB03 CTE Internship AGNR
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	AU10 Agriscience Applications		
	Work-based and Experiential Learning	SAE for All		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: FFA				

Plant Systems Career Pathway (PLSV)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		AP41 Horticulture I	AP42 Horticulture II OR AP44 Horticulture II – Landscaping	WB01 CTE Advanced Studies AGNR OR WB02 CTE Apprenticeship AGNR OR WB03 CTE Internship AGNR
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	AU10 Agriscience Applications		
	Work-based and Experiential	SAE for All		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: FFA				

Power, Structural, & Technical Systems Career Pathway (PSTE)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		AS31 Agricultural Mechanics I	AS32 Agricultural Mechanics II	WB01 CTE Advanced Studies AGNR CR WB02 CTE Apprenticeship AGNR CR WB03 CTE Internship AGNR
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	AU10 Agriscience Applications		
	Work-based and Experiential	SAE for All		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: FFA				

Business, Finance and Marketing:

Accounting Career Pathway (ACCT)

Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU202YA Exploring Business and Entrepreneurship BU202YB Exploring Economic Systems BU202YC Exploring Business Activities BU202YD Exploring Business Procedures and Leadership CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		BA10 Accounting I	BA20 Accounting II	WB21 CTE Advanced Studies FINA OR WB22 CTE Apprenticeship FINA OR WB23 CTE Internship FINA
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	BM20 Microsoft Excel		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA)				

Financial Securities and Investments Career Pathway (FSIN)

Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU202YA Exploring Business and Entrepreneurship BU202YB Exploring Economic Systems BU202YC Exploring Business Activities BU202YD Exploring Business Procedures and Leadership CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment	BF10 Principles of Business and Finance	BF21 Wealth Building (NEW name - Financial Planning I)	BF22 Wealth Management (NEW name - Financial Planning II)	WB21 CTE Advanced Studies FINA OR WB22 CTE Apprenticeship FINA OR WB23 CTE Internship FINA
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	BM20 Microsoft Excel		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA)				

Sports & Entertainment Marketing Career Pathway (SEMK)

Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU202YA Exploring Business and Entrepreneurship BU202YC Exploring Business Activities CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		MH31 Sports & Entertainment Marketing I	MH32 Sports & Entertainment Marketing II	WB33 CTE Advanced Studies HOSP OR WB34 CTE Apprenticeships HOSP OR WB35 CTE Internship HOSP
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	ME11 Entrepreneurship I		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)				

Travel & Tourism Career Pathway (TRTO)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU202YA Exploring Business and Entrepreneurship BU202YC Exploring Business Activities FC012YD Exploring Personal Finance and Hospitality CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		MH31 Sports & Entertainment Marketing I OR MM51 Marketing OR BF10 Principles of Business and Finance	MH42 Hospitality and Tourism	WB33 CTE Advanced Studies HOSP OR WB34 CTE Apprenticeships HOSP OR WB35 CTE Internship HOSP
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	ME11 Entrepreneurship I		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)				

Marketing Management Career Pathway (MMGT)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU202YA Exploring Business and Entrepreneurship BU202YB Exploring Economic Systems BU202YC Exploring Business Activities BU202YD Exploring Business Procedures and Leadership CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		MM51 Marketing	MA52 Marketing Applications	WB53 CTE Advanced Studies MRKT OR WB54 CTE Apprenticeship MRKT OR WB55 CTE Internship MRKT
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	II31 Adobe Visual Design BF10 Principles of Business and Finance		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)				

Computer Science and Information Technology:

AP Computer Science Career Pathway (APCS)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU012YA Computer Science Discoveries I BU012YB Computer Science Discoveries II BU012YC Computer Science Discoveries III BU102YA Keyboarding and Basic Word Processing BU102YB Introduction to Office Productivity BU102YC Office Productivity Applications BU102YD Digital Literacy CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		0A02 AP Computer Science Principles	2A02 AP Computer Science	WB41 CTE Advanced Studies INFO OR WB42 CTE Apprenticeship INFO OR WB43 CTE Internship INFO
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	BI12 CompTIA IT Fundamentals BI10 Foundations of Information Technology BM20 Microsoft Excel		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA)				

OHS only:

Computer Engineering Career Pathway (COEN)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU012YA Computer Science Discoveries I BU012YB Computer Science Discoveries II BU012YC Computer Science Discoveries III BU102YA Keyboarding and Basic Word Processing BU102YB Introduction to Office Productivity BU102YC Office Productivity Applications BU102YD Digital Literacy CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment	BI12 CompTIA IT Fundamentals	II21 Computer Engineering Technology I	II22 Computer Engineering Technology II	WB41 CTE Advanced Studies INFO OR WB42 CTE Apprenticeship INFO OR WB43 CTE Internship INFO
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	BI10 Foundations of Information Technology		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA) Technology Student Association (TSA) SkillsUSA				

OHS only:

SAS Computer Programming Career Pathway (SASP)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU012YA Computer Science Discoveries I BU012YB Computer Science Discoveries II BU012YC Computer Science Discoveries III BU102YA Keyboarding and Basic Word Processing BU102YB Introduction to Office Productivity BU102YC Office Productivity Applications BU102YD Digital Literacy CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		0A02 AP Computer Science Principles	BP20 SAS Base Programming	2A02 AP Computer Science OR WB41 CTE Advanced Studies INFO OR WB42 CTE Apprenticeship INFO OR WB43 CTE Internship INFO
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	BI12 CompTIA IT Fundamentals BI10 Foundations of Information Technology BM20 Microsoft Excel		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA)				

**Computer Science and Information Technology continued:
CRHS only:**

Python Programming Career Pathway (PYPR)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU012YA Computer Science Discoveries I BU012YB Computer Science Discoveries II BU012YC Computer Science Discoveries III BU102YA Keyboarding and Basic Word Processing BU102YB Introduction to Office Productivity BU102YC Office Productivity Applications BU102YD Digital Literacy CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		BP14 Python Programming I	BPXX Python Programming II	2A02 AP Computer Science OR WB41 CTE Advanced Studies INFO OR WB42 CTE Apprenticeship INFO OR WB43 CTE Internship INFO
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	BI12 CompTIA IT Fundamentals BI10 Foundations of Information Technology BM20 Microsoft Excel		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA)				

Family & Consumer Sciences

Interior Design Career Pathway (INDE)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		FI51 Interior Design I	FI52 Interior Design II OR FI53 Interior Digital Applications	WB05 CTE Advanced Studies ARCH OR WB06 CTE Apprenticeship ARCH OR WB07 CTE Internship ARCH
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	FC11 Principles of Family and Human Services II31 Adobe Visual Design FA31 Apparel and Textile Production I		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)				

Food & Nutrition Career Pathway (FONU)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
FC012YA Exploring Interpersonal Relationships FC012YB Exploring Nutrition and Wellness CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		FN41 Food and Nutrition I	FN42 Food and Nutrition II	FN43 Food Science and Technology OR WB37 CTE Advanced Studies HUMA OR WB38 CTE Apprenticeship HUMA OR WB39 CTE Internship HUMA
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	FC11 Principles of Family and Human Services		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)				

Family and Consumer Science continue:
OHS only:

Apparel and Textile Production Career Pathway (ATPR)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		FA31 Apparel and Textile Production I	FA32 Apparel and Textile Production II	WB09 CTE Advanced Studies AAVC OR WB10 CTE Apprenticeship AAVC OR WB11 CTE Internship AAVC
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	MI21 Fashion Merchandising ME11 Entrepreneurship I II31 Adobe Visual Design		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)				

Health Science:
CRHS only:

Healthcare Professional Career Pathway (HPCP)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		HU40 Health Science I	HU42 Health Science II	HN43 Nursing Fundamentals and Practicum (2 credits) OR WB29 CTE Advanced Studies HLTH OR WB30 CTE Apprenticeship HLTH OR WB31 CTE Internship HLTH
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	HU10 Foundations of Health Science		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: HOSA Future Health Professionals				

Trade, Technology, Engineering and Industrial:

Public Safety Career Pathway (PUSA)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers		IP11 Public Safety I	IP12 Public Safety II	WB45 CTE Advanced Studies LAW OR WB46 CTE Apprenticeship LAW OR WB47 CTE Internship LAW
CC582YB Exploring Careers and Employment	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses			
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA				

CRHS only:

Adobe Academy Career Pathway (ADAC)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers		II31 Adobe Visual Design	II32 Adobe Digital Design OR II33 Adobe Video Design	WB09 CTE Advanced Studies AAVC OR WB10 CTE Apprenticeship AAVC OR WB11 CTE Internship AAVC
CC582YB Exploring Careers and Employment	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management		
	Supplemental Technical Courses	MM51 Marketing		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA				

CRHS only:

Law & Justice Career Pathway (LAWJ)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers		IP41 Law & Justice I	IP42 Law & Justice II	WB45 CTE Advanced Studies LAW OR WB46 CTE Apprenticeship LAW OR WB47 CTE Internship LAW
CC582YB Exploring Careers and Employment	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	IP11 Public Safety I		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA				

CRHS only:

Woodworking Career Pathway (WOWO)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers		IM21 Woodworking I	IM22 Woodworking II	WB49 CTE Advanced Studies MANU OR WB50 CTE Apprenticeship MANU OR WB51 CTE Internship MANU
CC582YB Exploring Careers and Employment	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses			
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA				

OHS only:

Construction Technology Career Pathway Local Course Option				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers	IC00 Core Construction	IL80 Construction Technology II	IL81 Construction Technology III	WB05 CTE Advanced Studies ARCH OR WB06 CTE Apprenticeship ARCH OR WB07 CTE Internship ARCH
CC582YB Exploring Careers and Employment	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses			
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA				

OHS only:

FireFighter Technology Career Pathway (FIFI)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
CC582YA Exploring Personal Characteristics and Careers		IP31 FireFighter Technology I	IP32 FireFighter Technology II	IP33 Firefighter Technology III OR WB45 CTE Advanced Studies LAW OR WB46 CTE Apprenticeship LAW OR WB47 CTE Internship LAW
CC582YB Exploring Careers and Employment	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses	IP11 Public Safety I		
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA				

OHS only:

PLTW Engineering Career Pathway (PLWE)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
TP01 PLTW Gateway to Technology CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment		TP11 PLTW Introduction to Engineering Design OR TP12 PLTW Principles of Engineering	TP21 PLTW Digital Electronics OR TP25 PLTW Aerospace Engineering	TP31 PLTW Engineering Design & Development OR WB57 CTE Advanced Studies STEM OR WB58 CTE Apprenticeship STEM OR WB59 CTE Internship STEM
	Supplemental Employability Skills Courses	BM10 Microsoft Word and PowerPoint		
	Supplemental Technical Courses			
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Technology Student Association (TSA)				

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 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 dropping a class after the 10th 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 guardian, countywide procedure is to inform the 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 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 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: 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 Colldiplomapreparaeege Board Advanced Placement Courses Program, Career and College Ready Promise(CCP), the English Language Learners (ELL) Services, the International Baccalaureate (IB) Programme (High School Juniors and Seniors), and the Exceptional Children's Program are offered for high school students in Orange County Schools. These programs offer adaptive, differentiated approaches to students with specific academic needs and goals. If you would like more information, please contact the Counseling Departments at CRHS (245-4000) ext. 21025 and OHS (732-6133) ext. 20025.

THE NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

The students who qualify for the NC Academic Scholars Program

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

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

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

HONORS COURSES

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

THE COLLEGE BOARD ADVANCED PLACEMENT COURSES PROGRAM

<https://apstudent.collegeboard.org>

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

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

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

Benefits of Enrolling in AP Classes

- AP courses provide a challenging college-level curriculum and the opportunity to place 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 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 Distinction	Students who receive an average of 3.5 on all AP exams taken, and scores of 3 or higher on five or more exams.
AP State Scholar	Granted to one male and one female student in each US state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams and then the highest average score (at least 3.5) on all AP Exams taken.
National AP Scholar	Students in the US who receive an average score of at least 4 on all AP exams taken, and grades of 4 or higher on eight or more of the exams.

AP Courses Offered at CRHS and OHS

[Resource Link to AP College Board](#)

Cultural Arts

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

Mathematics

AP Calculus AB
 AP Calculus BC
 AP Statistics
 AP Computer Science

Social Studies

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

Career & Technical Education

AP Computer Science Principles (OHS ONLY)

English

AP English Language and Composition
 AP English Literature and Composition

Science

AP Biology
 AP Chemistry
 AP Environmental Science
 AP Physics I and II

World Languages

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

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

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

<http://www.ibo.org>; www.cedarridgeib.weebly.com

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 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 higher level (HL) or standard level (SL). Alternatively, students can opt for the **IB Cluster** in Humanities or STEM.

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

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

INTERNATIONAL BACCALAUREATE COURSES OFFERED:

IB Subject Area	Name of Course(s)
Group 1: Studies in Language and Literature	English Language & Literature
Group 2: Language Acquisition	French Latin Spanish Spanish A: Literature (school supported, self taught)* *Bilingual diploma candidates only
Group 3: Individuals & Societies	History of the Americas 20 th Century Topics
Group 4: Experimental Sciences	Biology Chemistry Sports, Exercise, and Health Science Physics
Group 5: Mathematics	IB Math: Analysis and Approaches IB Math: Applications and Interpretation
Group 6: The Arts	Visual Arts Music
Other Elective	Psychology
Other Elective	Theory of Knowledge

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

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

The Full Diploma is an excellent option for students looking to take challenging coursework across all subjects. The curricula is interdisciplinary and serves 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 in 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 component. 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
<p>IB Mathematics course IB Science course IB Theory of Knowledge Strongly recommended: IB World Language</p> <p>Choose 1 additional IB or AP STEM Course</p> <ul style="list-style-type: none"> • IB Biology • IB Chemistry • IB Sports, Exercise, and Health Science • IB Physics • AP Calculus AB • AP Calculus BC <p>Choose 1 additional STEM Course Examples....</p> <ul style="list-style-type: none"> • CTE STEM Elective • Anatomy & Physiology • Other STEM 	<p>IB English course IB History course IB Theory of Knowledge Strongly recommended: IB World Language</p> <p>Choose 1 additional IB or AP Humanities Course</p> <ul style="list-style-type: none"> • IB Psychology • IB World Language • IB Music • IB Visual Arts • AP Human Geography • AP European History <p>Choose 1 additional Humanities Course Examples...</p> <ul style="list-style-type: none"> • Band, Chorus, Theater or Art • CTE Business or CTE Marketing

IB Course Registration Form

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

	FULL DIPLOMA	HUMANITIES CLUSTER	STEM CLUSTER
	Choose ONE from each Group	Choose ONE from each Group	Choose ONE from each Group
Group 1	IB Language & Literature English HL	IB Language & Literature English HL	
Group 2	Choose 1: IB Spanish SL or HL IB Latin SL or HL IB French SL or HL IB Spanish Literature SL <i>School-Supported Self-Study</i> <i>*Bilingual Diploma Students Only</i>	(Strongly Recommended) Choose 1: IB Spanish SL or HL IB Latin SL or HL IB French SL or HL IB Spanish Literature SL <i>School-Supported Self-Study</i> <i>*Bilingual Diploma Students Only</i>	(Strongly Recommended) Choose 1: IB Spanish SL or HL IB Latin SL or HL IB French SL or HL IB Spanish Literature SL <i>School-Supported Self-Study</i> <i>*Bilingual Diploma Students Only</i>
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 Studies SL IB Mathematics SL or HL		IB Math Studies SL IB Mathematics SL or HL
IB Elective Area (Group 6)	IB Visual Arts SL or HL IB Music SL IB Psychology SL or HL IB Chemistry SL or HL IB Biology SL IB Exer., Spor., Health Sci. SL IB Physics SL or HL		
TOK	Theory of Knowledge	Theory of Knowledge	Theory of Knowledge
EE	Extended Essay	Optional until 2023	Optional until 2023
CAS	Creative, Activity, Service	Optional until 2023	Optional until 2023
1 Additional Advanced Level Course		A 2 nd IB Course (see IB Electives) OR AP Humanities Course	A 2 nd IB Course (see IB Electives) OR AP STEM Course
1 Additional Elective Course		An additional Humanities elective (IB/AP Level is optional)	An additional STEM elective (IB/AP Level is optional)

- Please review these options along with the graduation requirements and **course prerequisites**. Once you have decided which IB option is best for you, submit this form to Crystal Medlin, the IB DP Coordinator at CRHS.
- Course selections for students will be made based on your intended IB program option. To make changes in any way will require administrative approval

- Please note that scheduling priority will go to Full Diploma students first, followed by Cluster option, then to students enrolling in Single Courses

IB Diploma Program - 4 Year Planner

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

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

(Updated 2/1/2021)

Steps for Enrolling in the IB Program

- ❑ Attended an IB Information Session with the IB Coordinator within the last 12 months; please check the website (cedarridgeib.weebly.com) for dates
- ❑ Completed the IB Interest Form linked 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 campus, MCHS consists of students (approx. 150) from three school districts: Durham Public Schools, Orange County Schools, and Chapel Hill-Carrboro City Schools.

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

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.

See your counselor for enrollment procedures.

CAREER & TECHNICAL EDUCATION (CTE) PATHWAYS

[Orange County Schools CTE program](#) offers numerous CTE Pathways in six 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: <https://www.orangecountyfirst.com/Page/141>

CAREER AND COLLEGE PROMISE (Link to Durham Tech CCP)

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

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

Career and Technical Education Examples (CTE)	College Transfer Pathways (CT)
<ul style="list-style-type: none"> • Advertising & Graphic Design (See Videography) • Automotive • Computer Integrated Machining • Construction • Criminal Justice • Early Childhood • Electronics Engineering • Landscape • Medical Office Administration • Networking Technology • Web Designer • Welding 	<ul style="list-style-type: none"> • Arts • Science <p>Additional Pathways for both CTE & CT can be found here</p>

To enroll in the Career and College Promise program, students should meet with their school counselor and consult with a Durham Tech advisor. For detailed program information and a complete list of CCP courses available at Durham Technical Community College and Alamance Community College, visit their websites:

www.durhamtech.edu/ccp

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

Students who successfully complete college transfer courses will receive honors weighting of 1 additional quality point.

*Community college courses earning less than 3 credit hours receive no high school credit.

NC HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION AGREEMENT

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 postassessments were not given in Spring 2020. The test score requirement for affected students will be waived. See the [May 2020 memo](#).**

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 <https://sites.google.com/orange.k12.nc.us/crhscareercenter> 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.

North Carolina Articulation List	
High School Course	Community College Course
AS32 Agricultural Mechanics II	WLD-112 Basic Welding Processes OR AGR-111 Basic Farm Maintenance
AA22 Animal Science II	ANS-110 Animal Science
AP41 Horticulture I	HOR-150 Intro to Horticulture
BA10 Accounting I	ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I
BA20 Accounting II	ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I OR ACC-119 Accounting Fundamentals II
BP12 Computer Programming II	CSC-153 C# Programming
BM10 Microsoft Word and Power Point	CIS-111 Basic PC Literacy OR CIS-124 DTP Graphics Software OR OST-136 Word Processing
BM10 Microsoft Word and Power Point AND BM20 Microsoft Excel and Access	OST-137 Office Software Applications
BM20 Microsoft Excel and Access	CTS-130 Spreadsheet
BD10 Multimedia and Webpage Design	WEB-110 Internet/Web Fundamentals OR WEB-120 Intro Internet Multimedia
BF05 Personal Finance	BUS-125 Personal Finance
FN41 Foods I AND FN42 Foods II - Enterprise	CUL-112 Nutrition for Food Service

(FN42 Foods II Enterprise OR FH20 Introduction to Culinary Arts & Hospitality) AND ServSafe certification	CUL-110 Sanitation & Safety AND CUL-110A Sanitation & Safety Lab
FI53 Interior Applications	DES-235 Products
HU40 Health Science I	MED-121 Medical Terminology I AND MED-122 Medical Terminology II
HU42 Health Science II	HSC-110 Orientation to Health Careers AND (HSC-120 CPR OR MED-180 CPR Certification)
HN43 Nursing Fundamentals	NAS-101 Nursing Assistant I
ME11 Entrepreneurship I	ETR-210 Intro to Entrepreneurship
MM51 Marketing	ETR-230 Entrepreneur Marketing OR MKT-110 Principles of Fashion OR MKT-120 Principles of Marketing
TP11 PLTW Introduction to Engineering Design AND TP12 PLTW Principles of Engineering AND TP23 PLTW Civil Engineering and Architecture	ARC-111 Intro to Arch Technology OR DDF-211 Design Process I
TE11 Technology Engineering and Design AND TE12 Technology Design AND TE13 Engineering Design	= EGR-110 Intro to Engineering Technology AND (CEG-115 Intro to Technology and Sustainability OR EGR-115 Intro to Technology OR DDF-211 Design Process I)
IC00 Core and Sustainable Construction	= WOL-110 Basic Construction Skills
IM21 Cabinetmaking I AND IM22 Cabinetmaking II	= CAB-111 Cabinetmaking I
II21 Computer Engineering Technology I	= CTS-120 Hardware/Software Support
II22 Computer Engineering Technology II	= CTS-220 Adv Hard/Software Support
IA31 Digital Media	= DME-110 Intro to Digital Media
IA32 Advanced Digital Media	= DME-115 Graphic Design Tools OR DME-120 Intro to Multimedia Appl.

Local Articulation List with Durham Technical Community College

High School Course	Durham Tech Course
BI10 Foundations of Information Technology and BM10 Microsoft Word and Powerpoint and (BM20 Microsoft Excel and Access OR (BM20 Microsoft Excel and BM40 Microsoft Access)	CIS 110 Introduction to Computers
BM20 Microsoft Excel and Access	CTS 130 Spreadsheet and DBA 110 Database Concepts
BM20 Microsoft Excel	CTS130
BP10 Computer Programming I	CTI 110 Web, Programming & Database Foundation
BP12 Computer Programming II	CSC 153 C# Programming

BP20 SAS Programming I	CSC 152 SAS
II31 Adobe Visual Design	WEB 111 Introduction to Web Graphics
II32 Adobe Digital Design	WEB 140 Web Development Tools
HU42 Health Science II (to include American Heart Association BLS)	HEA 112 First Aid/CPR
IP31 and IP32 Fire Technology I & II	FIP 120 Introduction to Fire Protection
IP33 Fire Technology III	FIP 124 Fire Prevention/Public Education

Articulated Courses can be viewed online at: <https://www.orangecountyfirst.com/Page/140>

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 Language Learners (ELL) 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, he/she 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 he or she 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 your choice and submit your request. Allow 2 business days for processing. There is no processing fee for sending transcripts through CFNC.

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

WEIGHTED GRADING

Standard Courses

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

Honors Courses

- Course content, pace and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NCSCoS. These courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. An honors review process shall be followed, as outlined in the latest edition of the North Carolina Honors Course Implementation Guide.
- Effective with the ninth grade class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point. Honors sections of standard-level academic courses, including NC Virtual Public School courses and other online courses, that are in accordance with the philosophy, rubric, procedures, guidelines, and standards for curriculum, instruction, and assessment as described in the North Carolina Honors Course Implementation Guide are eligible for the additional weighting. Pre- calculus, non-AP/IB calculus, mathematics courses beyond the level of calculus, and world language courses beyond the second-year level are considered inherently advanced and are assigned honors-level weighting, as well. Arts education courses meeting the standards for proficient and advanced dance, music, theatre arts, and visual arts are assigned honors-level weighting.

Advanced Placement / International Baccalaureate (AP/IB) Courses

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

College Courses (“Dual Enrollment”)

- Course content, pace and academic rigor are, by definition, college-level for these courses. College courses, which may be delivered by a community college, public university or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four year universities and colleges. [Current Dual Enrollment Chart](#)
- No high school credit is awarded if the Dual Enrollment college level class is assigned less than 3 credit hours.
- Several Project Lead the Way courses approved for college credit are assigned college-level weighting, the equivalent of one (1) quality point. PLTW courses are offered at Orange High School only.

Class Rank

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

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

High schools shall use one grading scale. The conversion of grades to quality points is standardized. Implicit is a conversion of percentage grades to letter grades according to the following widely used scale: 90-100 = A; 80-89 = B; 70-79= C; 60-69 = D; < 59 = F.

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

Standard scale — Numeric Grades with a letter grade legend					
90-100 = 4.0	80-89 = 3.0	70-79 = 2.0	60-69 = 1.0	≤59 = 0.0	WF=0.0
FF=0.0	WP=0.0	INC=0.0	AUD=0.0	P=0.0	

OCS HIGH SCHOOL COURSE DESCRIPTIONS

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

CULTURAL ARTS EDUCATION

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

Students enrolled in a leveled visual arts, band, chorus or theatre arts course will need to show proficiency in all essential standards before progressing to the next level. For example, a student enrolled in a beginners level will not progress to the intermediate level unless he/she 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: 8th grade band
Band Intermediate	Band students who have met the standards for Band Beginning and do not intend to be a part of the marching band, should sign up for Band Intermediate (Fall) and Band intermediate (Spring). This is a two semester class that will receive 2 units of elective credit. Ensemble placement will be determined by the band director. After-school rehearsals and performances will be required.	Prerequisite: Band Beginning
Band Proficient – Honors	Band students who have met the standards for Band Intermediate and do not intend to be a part of the marching band, should sign up for Band Proficient (Fall) and Band Proficient (Spring). This is a two semester class that will receive 2 units of elective credit. Ensemble placement will be determined by the band director. After-school rehearsals and performances will be required.	Prerequisite: Band Intermediate

Band Advanced – Honors	Band students who have met the standards for Band Proficient and do not intend to be a part of the marching band, should sign up for Band Advanced (Fall) and Band Advanced (Spring). This is a two semester class that will receive 2 units of elective credit. Ensemble placement will be determined by the band director. After-school rehearsals and performances will be required.	Prerequisite: Band Proficient
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OHS ONLY - FOR STUDENTS WHO DO INTEND TO PARTICIPATE IN MARCHING BAND

Marching Band Beginning	Band students who have completed 8th grade band, and first headers of the auditioned color guard, who elect to be part of the marching band should enroll in Marching Band Beginning (Fall) and Band Beginning (Spring). The student will receive 2 units of elective credit for this sequence. Students enrolled in Marching Band will perform difficult repertoires, compete, travel, and develop higher levels of performance and musical skills. Requirements include attendance at all after-school rehearsals on the published rehearsal calendar, Friday night VARSITY football games including home playoff games, local parades, three to five Saturday competitions, occasional local performances and summer camp. Students are expected to meet strict attendance and behavior policies. Non-instrumentalists in the color guard will only take Marching Band in the fall semester and will receive only one elective credit. OHS ONLY	Prerequisite: 8th grade band
Marching Band Intermediate	Students that have met the standards for Band (Beginning), who elect to be part of the marching band should enroll in Marching Band Intermediate (Fall) and Band Intermediate (Spring). The student will receive 2 units of elective credit for this sequence. Students are expected to meet strict attendance and behavior policies. Non-instrumentalists in the color guard will only take Marching Band in the fall semester and will receive only one elective credit. OHS ONLY	Prerequisite: Band Beginning
Marching Band Proficient – Honors	Students that have met the standards for Marching Band Intermediate, who elect to be part of the marching band should enroll in Marching Band Proficient (Fall) and Band Proficient (Spring). The student will receive 2 units of elective credit for this sequence. Students enrolled in this class will perform difficult repertoires, compete, travel, and develop higher levels of performance and musical skills. Requirements include attendance at all after-school rehearsals on the published rehearsal calendar, Friday night VARSITY football games including home playoff games, local parades, three to five Saturday competitions, occasional local performances and summer camp. Students are expected to meet strict attendance and behavior policies. Non-instrumentalists in the color guard will only take Marching Band in the fall semester and will receive only one elective credit. OHS ONLY	Prerequisite: Marching Band Intermediate

Marching Band Advanced – Honors	Students that have met the standards for Marching Band Proficient, who elect to be part of the marching band should enroll in Marching Band Advanced (Fall) and Band Advanced (Spring). The student will receive 2 units of elective credit for this sequence. Students enrolled in this class will perform difficult repertoires, compete, travel, and develop higher levels of performance and musical skills. Requirements include attendance at all after-school rehearsals on the published rehearsal calendar, Friday night VARSITY football games including home playoff games, local parades, three to five Saturday competitions, occasional local performances and summer camp. Students are expected to meet strict attendance and behavior policies. Non instrumentalists in the color guard will only take Marching Band in the fall semester and will receive only one elective credit. OHS ONLY	Prerequisite: Marching Band Proficient
Jazz Ensemble	In this small group setting, students will study the art of improvisation as well as the history of the jazz idiom. Prior musical training is needed before taking this course. Students can expect to listen, watch, read and perform different aspects of jazz both in and out of class. There are observation hours and clinics associated with this class which will be listed on the syllabus. Students interested in this course should see the Band Director. This course is offered in a “0” period setting instead of during the instructional day.	Prerequisite: Prior music training 1 credit Pass/Fail Zero period offering
Vocal Music		
Students enrolled in Vocal Music Beginning-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 he/she 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.		
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 is a two semester class that will receive 2 units of elective credit.	
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 is a two semester class that will receive 2 units of elective credit.	Prerequisite: Vocal Music Beginning
Vocal Music Proficient – Honors	All choral students who have completed Vocal Music Intermediate should sign up for Vocal Music Proficient. Ensemble placement will be determined by the Vocal Music Director. Some after school rehearsals and performances are required. A dress code is	Prerequisite: Vocal Music Intermediate

	required for performances. This is a two semester class that will receive 2 units of elective credit.	
Vocal Music Advanced – Honors	All choral students who have completed Vocal Music Proficient should sign up for Vocal Music Advanced. Ensemble placement will be determined by the Vocal Music Director. Some after school rehearsals and performances are required. A dress code is required for performances. This is a two semester class that will receive 2 units of elective credit.	Prerequisite: Vocal Music Proficient

THEATRE ARTS

Students enrolling in Theatre Arts courses can expect to learn on-stage and backstage techniques and procedures. Students in this area should expect some in-class and out-of-class performance obligations. Students interested in on-stage learning should sign up for the Theatre Arts sequence, while those students interested in backstage management should sign up for the Tech Theatre sequence of classes. Students enrolled in Theatre Arts Beginning through Advanced are expected to memorize dialogue and perform in front of groups on a regular basis. Students enrolled in a leveled visual arts, band, chorus or theatre arts course will need to show proficiency in all essential standards before progressing to the next level. For example, a student enrolled in a beginners level will not progress to the intermediate level unless he/she 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 portfolio depending on the course.

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

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

VISUAL ARTS

Students enrolled in Visual Arts courses will learn everything from basic drawing skills to 2D and 3D art designs to sculpture culminating with the production of a portfolio suitable for admission to post-secondary art programs. Students enrolled in a leveled visual arts, band, chorus or theatre arts course will need to show proficiency in all essential standards before progressing to the next level. For example, a student enrolled in a beginners level will not progress to the intermediate level unless he/she 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.

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

ADVANCED PLACEMENT & INTERNATIONAL BACCALAUREATE CULTURAL ARTS COURSES

AP Music Theory	This is an academic, non-performance based course with a national curriculum that prepares students to take the national AP Exam in Music Theory. Instruction includes basic to advanced concepts of music structure and form, along with preparation in sight singing and dictation.	OHS Only Prerequisites: Instructor recommendation and the ability to read music
AP Visual Arts	The AP Program offers three separate portfolio courses: AP Drawing Art & Design AP 2-D Design Art & Design AP 3-D Design Art & Design	OHS Only

AP Art History	The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by the diverse artistic traditions from prehistory to the present, the course fosters in depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.	OHS Only
IB Music	Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Standard level (SL) music students are required to study musical perception. SL students in music are then required to choose one of three options: <ul style="list-style-type: none"> • creating (SLC) • solo performing (SLS) • group performing (SLG). 	CRHS Only IB Music I - 11th IB Music II - 12th grade
IB Visual Arts I & II	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 for effective participation in an international economy as world- class workers and citizens. 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: Agriculture Education, Business, Finance and Marketing, Computer Science and Information Technology Education, Career Development, Family and Consumer Sciences Education, Health Sciences Education, and Trade, Technology, Engineering 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.

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

Honors courses will receive .5 additional quality points.

At OHS, Introduction to Engineering (IED), Principles of Engineering (POE) & Digital Electronics (DE) will receive .5 additional quality points.

AGRICULTURAL EDUCATION		
Animal Science I (AA21)	This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation.	OHS Recommends Prerequisite Course: Agriscience Applications
Animal Science II (AA22) HONORS level ONLY beginning 2021-2022	This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding.	OHS Only Prerequisite Course: Animal Science I
Animal Science II - Small Animal (AA23)	This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course.	CRHS Only Prerequisite Course: Animal Science I
Agriscience Applications (AU10)	This introductory course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Leadership skills are emphasized through FFA and competitive activities.	OHS Only Highly Recommended Grade 9
Agricultural Production I (AU11)	This course provides instruction that focuses on the basic scientific principles and processes related to the production of plants and animals. Livestock and poultry, agronomy (crops and soils), pest management, knowledge and application of shop safety rules, proper uses of tools, materials and machinery, metal skills including arc welding, and construction materials are learned. Leadership skills are emphasized through FFA and competitive activities.	OHS Only OHS Recommended Course: Agriscience Applications
Agricultural Production II (AU12)	This course expands the scientific knowledge and technical skills gained in Agricultural Production I. Livestock and poultry production and management, crop production, agricultural business management, proper uses of tools, equipment and facilities, welding safe operation of tractors, and preventive maintenance procedures are learned. Leadership skills are emphasized through FFA and competitive activities.	OHS Only Prerequisite Course: Agricultural Production I

<p>Agricultural Mechanics I (AS31)</p>	<p>This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development through FFA and competitive activities. English language arts, mathematics, and science are reinforced.</p>	<p>OHS Recommended Prerequisite Course: Agriscience Applications</p>
<p>Agricultural Mechanics II (AS32) HONORS level ONLY beginning 2021-2022</p>	<p>This course expands the knowledge and skills learned in Agricultural Mechanics I. The topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, plumbing, concrete and masonry, agricultural power and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Leadership skills are emphasized through FFA and competitive activities. Welding certification available.</p>	<p>Prerequisite Course: Agricultural Mechanics I</p>
<p>Horticulture I (AP41)</p>	<p>This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Leadership skills are emphasized through FFA and competitive activities.</p>	<p>OHS Recommended Course: Agriscience Applications</p>
<p>Horticulture II (AP42)</p>	<p>This course expands skills developed in Horticulture I. This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced. Leadership skills are emphasized through FFA and competitive activities.</p>	<p>Prerequisite Courses: Horticulture I</p>
<p>Horticulture II Landscape (AP44) HONORS level ONLY beginning 2021-2022</p>	<p>This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced</p>	<p>Prerequisite Course: Horticulture I</p>

<p>Agricultural Advanced Studies (WB01) AGNR</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p>	<p>Prerequisite Courses: 2 credits in Agricultural Education in one Career Pathway</p>
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<p>Agricultural Internship (WB03) AGNR</p>	<p>A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.</p>	
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BUSINESS, FINANCE & MARKETING EDUCATION

<p>Accounting I - Standard & Honors (BA10)</p>	<p>This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences are encouraged.</p> <p>This is a rigorous academic course designed to help students learn and understand the basic principles of the accounting cycle from individual transactions to the preparation of financial statements while using an online platform. Strong math skills are recommended. <i>*Please note that this class is not a replacement for Personal Finance.</i></p>	<p>Recommended: Math I</p>
<p>Accounting II - Honors Level Only (BA20)</p>	<p>This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced and entrepreneurial experiences are encouraged.</p>	<p>Prerequisite: Accounting I</p> <p>Recommended instructor approval.</p>

Principles of Business and Finance (BF10) - Standard & Honors	This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.	
Business Law – Standard & Honors (BB30)	This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced.	Recommended Course: At least one business credit
Financial Planning I (BF21)	This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills	Prerequisite Course: Principles of Business & Finance
Financial Planning II (BF22)	Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.	Prerequisite Course: Financial Planning I Recommended 10th - 12th grade

Virtual Enterprise (VE) I – Honors	Business students are involved in every aspect of running a business, including human resources, accounting, product development, production, distribution, marketing and sales. Students engage in trade with other practice VE firms around the world. This simulation enables students to understand how employees, workgroup teams and departments interact with each other plus work together for the goal of the company.	OHS Only Grades 11 - 12 2 credits / year-long course Prerequisite Courses: At least one business or marketing course credit and approved application
Virtual Enterprise (VE) II - Honors	This course is a continuation of Virtual Enterprise I for students interested in business leadership positions.	OHS ONLY Grade 12 2 credits / year-long course Prerequisite Courses: Virtual Enterprise I

Business Advanced Studies (WB13) BMA OR Finance Advanced Studies (WB21) FINA	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.	Prerequisite Courses: 2 technical credits in Business Career Pathway OR 2 technical credits in Finance Pathway
Business Internship (WB15) BMA OR Finance Internship (WB23) FINA	A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.	
Marketing (MM51)	This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also students develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.	
Marketing Applications (MA52)	In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.	Prerequisite Course: Marketing OR Fashion Merchandising
Sports and Entertainment Marketing I (MH31)	In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security. Mathematics and social studies are reinforced	Recommended Course: Marketing

Sports and Entertainment Marketing II - Honors Level ONLY (MH32)	In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English/language arts, mathematics and Social studies are reinforced.	Prerequisite Course: Sports and Entertainment Marketing I
Fashion Merchandising (MI21)	This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for entry-level fashion retail work or post secondary education. English, mathematics, social studies, and technology are reinforced	OHS Only
Hospitality and Tourism (MH42)	In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies and technology are reinforced.	Prerequisite course: Marketing OR Sports & Entertainment I OR Principles of Business & Finance
Marketing Advanced Studies (WB53) MRKT	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.	Prerequisite: 2 courses in Marketing Pathway

Marketing Internship (WB55) MRKT	A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.	
COMPUTER SCIENCE AND INFORMATION TECHNOLOGY EDUCATION		
Adobe Visual Design (II31)	This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe	

	tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. English language arts are reinforced.	
Adobe Digital Design (II32)	This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced.	Prerequisite Course: Adobe Visual Design
Adobe Video Design (II33)	This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.	Prerequisite Course: Adobe Visual Design
CompTIA IT Fundamentals (BI12)	Multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials broadens participation in engineering education and the engineering profession.	
Foundation of Information Technology (BI10)	<p>This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. Mathematics is reinforced.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> • computer hardware, software & operating systems. • Computer networks (routers, hubs, etc.). • Basic web page development (html & css). • Computer programming (using Scratch block programming language) 	

<p>AP Computer Science Principles (OA02)</p>	<p>This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p> <p>Code.org is the main platform using the AppLab. The class is broken up into 10 units which include:(1) Digital Information,(2) the Internet, (3)Intro to App Design, (4)Variables, Conditionals, and Functions, (5)Lists, loops, and traversals, (6)Algorithms, (7)Parameters, Return, and Libraries, (8)Create PT Prep, (9)Data, (10) Cybersecurity and Global impacts</p>	<p>Recommended Courses: A computer course and a math course</p>
<p>SAS Base Programming I – Standard & Honors (BP20)</p>	<p>This course is the entry point for students to learn SAS programming. Students will learn how to plan and write SAS programs to solve common data analysis problems. Instruction provides practice running and debugging programs. The emphasis is placed on reading input data, creating lists and summary reports, defining new variables, executing code conditionally, reading raw data files and SAS data sets, and writing the results to SAS data sets. Mathematics is reinforced.</p> <p>This course can help prepare students for the SAS Certified Base Programmer Exam: http://support.sas.com/certify</p> <p>Students will learn through SAS onDemand, using curriculum directly from SAS. Concepts are taught in data analysis, excel manipulation as well as other programs such as powerpoint and word to display the data. SQL is also introduced in parallel to SAS type queries. SAS certification is encouraged but not required.</p>	<p>OHS Only</p> <p>Prerequisite Course: A computer Science Course OA02 AP Computer Science Principles</p> <p>Recommended Course: Completion of Math II AND CompTIA IT Fundamentals OR Foundations of Information Technology OR Microsoft Excel</p>
<p>AP Computer Sciences (2A02)</p>	<p>AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis</p>	<p>Prerequisite Course: AP Computer Science Principles</p>

	of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.	
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Computer Engineering Technology I (II21)	<p>This course is the first in a two course series that introduces the skills required for entry level PC technicians. It includes objectives in the following four domains, a) PC Hardware, b) Networking c) Mobile devices d) Hardware and networking troubleshooting. English language arts, mathematics, and science are reinforced.</p> <p>Students will learn about the differences between clients and servers, internet protocols and setup, and hardware. Hardware includes motherboards, printers, monitors, optical drives, memory, and RAM.</p>	<p>OHS Only</p> <p>Prerequisite Course: CompTIA IT Fundamentals</p> <p>Recommended Courses: Math I</p>
Computer Engineering Technology II – Honors Level ONLY (II22)	<p>This course is the second in a two course series that introduces the skills required for entry level PC technicians. It includes objectives in the following five domains, a) Windows operating system, b) Other operating systems and technologies c) Security, d) Software troubleshooting, e) Operational procedures. English language arts, mathematics, and science are reinforced.</p> <p>Understanding of previously taught concepts from CET I is essential and will be reviewed in some of the units. Security in the network setup up as well as software and hardware is emphasized. Scripts will be introduced as well as concepts in software. Deeper levels of troubleshooting is continued from CET I.</p>	<p>OHS Only</p> <p>Prerequisite Course: Computer Engineering Technology I</p>
Python Programming I (BP14)	This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced.	<p>Recommended Course: CompTIA IT Fundamentals OR Foundations of IT</p> <p>Recommended Math I.</p>
Python Programming II (BI16)	Second level course in Python Programming.	Prerequisite Course: Python Programming I
Microsoft Excel (BM20) HONORS level ONLY beginning 2021-2022	Students in Microsoft Imagine Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced	
Microsoft Word and PowerPoint (BM10) Standard and Honors	Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance,	

	customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced	
Computer Science OR Information Technology Advanced Studies (WB09) AAVC (WB41) INFO	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.	Prerequisite: 2 course in Computer Science OR Information Technology
Computer Science OR Information Technology Internship (WB11) AAVC (WB43) INFO	A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship	

FAMILY AND CONSUMER SCIENCES

Principles of Family and Human Services (FC11)	Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.	
Apparel and Textile Production I (FA31)	In this course students are introduced to the apparel and textile industry in the area of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced.	OHS Only

Apparel and Textile Production II (FA32)	Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills, necessary for successful marketing and distribution of an apparel product. Art, literacy, mathematics, science, and social studies are reinforced throughout.	OHS Only Prerequisite Course: Apparel and Textile Production I
Interior Design Fundamentals (FI21) <i>Formerly Interior Design I (FI51)</i>	This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on design thinking and utilization of the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced.	
Interior Design Studio (FI22) <i>Formerly Interior Design II (FI52)</i>	This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.	Prerequisite: Interior Design Fundamentals <i>Formerly Interior Design II</i>
Interior Design Technology (FI23) <i>Formerly Interior Digital Application - Honors Level Only (FI53)</i>	This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced.	Prerequisite: Interior Design Fundamentals <i>Formerly Interior Design I</i>
Food & Nutrition I (FN41)	This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job Shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences	
Food & Nutrition II (FN42)	In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people	Prerequisite Course: Food & Nutrition I

	eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. *For safety and sanitation reasons, enrollment should not exceed 20 in this course. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job Shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.	
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Family and Consumer Sciences (FCS) - Advanced Studies Interior Design (WB05) ARCH Apparel Design (WB09) AAVC Foods (WB37) HUMA	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.	Prerequisite courses: 2 technical credits in Apparel Design (AAVC), Interior Design (ARCH), or Foods Pathways (HUMA)
Family and Consumer Sciences (FCS) Internship Interior Design (WB05) ARCH Apparel Design (WB09) AAVC Foods (WB37) HUMA	A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.	

HEALTH SCIENCES EDUCATION

Foundations of Health Sciences (HU10) <i>Formerly Health Team Relations</i>	This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.	CRHS Only
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Health Science I (HU40)	This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.	CRHS Only Grades 10 - 12
Health Science II (HU42)	This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR training for healthcare professionals. English language arts and science are reinforced in this course.	CRHS Only Grades 11 - 12 Prerequisite Course: Health Sciences I
Nursing Fundamentals and Practicum - Honors Level Only (HN43)	This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts mathematics, and science are reinforced.	CRHS Only 2 Credits Grades 11 - 12 Prerequisite Courses: Health Science II Recommended approved application

Health Careers Internship (WB31) HLTH	A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.	CRHS Only
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TRADE AND INDUSTRIAL EDUCATION

Introduction to Engineering Design (IED) PLTW (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	OHS Only Recommended Course: Successful completion of Math I/Algebra I or concurrent enrollment in Math I
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Principles of Engineering (POE) PLTW (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.	OHS Only
Engineering Essentials PLTW (TP13)	Multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials broadens participation in engineering education and the engineering profession.	
Technology Engineering and Design (TE11)	This course focus on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English, language arts, and art.	OHS Only
Aerospace Engineering PLTW (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.	OHS Only Prerequisite Course: Introduction to Engineering Design OR Principles of Engineering
Digital Electronics (DE) PLTW (TP21)	In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. Art, English language arts, mathematics and science are reinforced.	OHS Only Prerequisite Course: Introduction to Engineering Design OR Principles of Engineering
Engineering Design & Development PLTW (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.	OHS Only Prerequisite Course: Digital Electronics OR Aerospace Engineering

Construction Core (IC00)	This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced.	OHS Only
Construction Technology II (IL80)	This course covers advanced technical aspects of carpentry with emphasis on development of skills introduced in Construction Core. Topics include plans, framing, footings, foundations, wall sheathing, insulation, vapor barriers, gypsum board, and underlayment. Skills in measurement, leadership, safety, mathematics, and problem-solving are reinforced in this course. Hands-on work experiences with the Hands for Habitat Project enhances classroom instruction and career development.	OHS Only Prerequisite Course: Core Construction
Construction Technology III (IL81)	This course covers issues related to planning, management, finance, labor, technology, community, health, environment, and safety. Topics include estimating, leveling instruments, forms, special framing, interior and exterior finishing, cabinets, built-ins, and metal studs. Skills in technical subjects, production, leadership, safety, problems solving, and mathematics are reinforced in this course. Hands-on work experiences with the Hands for Habitat project enhances classroom instruction and career development.	OHS Only Prerequisite Course: Construction Technology II
Firefighter Technology 1 (IP31)	This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Orientation, Fire Service Communications, Firefighter Health and Wellness Personal Protective Equipment, Building Construction, Portable Fire Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control. English language arts are reinforced.	OHS Only;
Firefighter Technology II (IP32)	This course covers additional NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Ladders, Ventilation, Ropes and Knots, Search and Rescue, Water Supplies, Hose Streams & Appliances and Emergency Medical Care English language arts are reinforced.	OHS Only; Prerequisite Course: Firefighter Technology I
Firefighter Technology III - Honors Level ONLY (IP33)	This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Water Supplies, Sprinkles, Fire & Life Preparedness, Rescue, Mayday, and Safety & Survival. English language arts are reinforced.	OHS Only Prerequisite Course: Firefighter Technology II

Woodworking I (IM21)	This course introduces career information, employment opportunities, and skills required for work in the woodworking and cabinetmaking industry. Topics include the woodworking industries, health, and safety design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing. English language arts and mathematics are reinforced.	CRHS Only
Woodworking II (IM22)	The course teaches the development of knowledge and advanced skills in the woodworking and cabinetmaking industry. Emphasis is placed on advanced principles applied to the woodworking and cabinetmaking industry. Topics include advanced levels of the cabinetmaking industry, health and safety, design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing. English language arts and mathematics are reinforced.	CRHS Only Prerequisite Course: Woodworking I
Furniture Making III	This course covers 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, wood turning, marquetry, carving, veneering, vacuum pressing, inlaying, laminating, and finishing. Students are encouraged to enter national design competitions and seek WoodLINKS certification.	CRHS Only Grades 11 - 12 Prerequisite Courses: Woodworking II and instructor approval
Law & Justice I (IP41)	Students desiring to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' right and officers responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized. English language arts are reinforced.	CRHS Only
Law & Justice II (IP42) HONORS level ONLY beginning 2021-2022	This course emphasizes "need-to-know" information for protection officers throughout the security industry and is aligned to the International Federation of Protection Officers (IFPO) certification as a Certified Protection Officer (CPO). Course content includes: Foundations in Law Enforcement and Protective Services, Communications in Law Enforcement and Protective Services, Protection Officers Functions, Crime Prevention and Physical Security, Safety and Fire Protection, Information Protection, Deviance Crime and Violence, Risk and Threat Management, Procedures in Investigations, Legal Aspects of Security, Procedures for Officer Safety and Used of Force, Procedures for Relations with Others, and AHA First Aid Certification. English language arts are reinforced.	Prerequisite Course: Law & Justice I

Public Safety I (IP11)	This course provides basic career information in public safety including corrections, Emergency Medical Services (EMS), emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.	
Public Safety II (IP12) HONORS level ONLY beginning 2021-2022	This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, NECI 40-hour 9-1-1 Basic Communications course certification is available through this course.	Prerequisite Course: Public Safety I
T & I Advanced Studies – Woodworking or Furniture & Cabinetmaking WB49 (MANU)	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.	CRHS Only Prerequisite courses: 2 technical credits Woodworking
T & I Advanced Studies – Construction, or Engineering WB05 (ARCH) WB49 (MANU) WB57 (STEM)	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.	OHS Only Prerequisite Courses: 2 technical credits in Construction (ARCH or MANU) OR Engineering (STEM)

<p>T & I Internship</p> <p>WB05 (ARCH)</p> <p>WB45 (LAW)</p> <p>WB49 (MANU)</p> <p>WB57 (STEM)</p>	<p>A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship</p>	
<p>Videography</p> <p>PHO222</p> <p>PHO224</p> <p>ACC CCP Courses</p>	<p>This course is a community college credit course designed to teach the basic skills and processes necessary for digital video production and editing. Emphasis is placed on the following: teamwork, creative development, technical skills, production techniques/styles, professionalism, media literacy and career and college readiness. Students will create videos including documentaries, narratives, commercials, music videos, video resumes and special projects. Upon completion of this course, students should be able to develop, produce, edit and output professional quality, short digital video using the latest digital formats and computer software.</p>	<p>CRHS Only</p> <p>Grades 11 - 12</p> <p>Prerequisite: Community college requires students to be 16 years old or older</p>

ENGLISH

In North Carolina and Orange County, all students are required to take and pass four consecutive English courses: English I, II, III, and IV. Courses in the Secondary English Language Arts Program in Orange County Schools closely follow the Common Core State Standards and 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, 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 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 the English Language Arts, 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, however, is to produce 21st century citizens and workers who

- Understand the power of language
 - Can express their wishes, desires, and dreams to a variety of audiences for a variety of purposes and in a variety of texts
 - Can analyze and evaluate the ideas of others as expressed in a variety 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 .5 additional quality points. A course designated "AP" or "IB" will receive 1.0 additional quality point.
- All English courses are semester courses unless otherwise noted.
- English courses are part of the NC graduation requirements. All students must take some version of English I, II, III, and IV.
- Courses open to 9th graders are: Honors Reading and Composition for Advanced 9th Grade, English I, and Honors English I.

Literacy Studies

This course is designed for students on the Future Ready- Core Academic Pathway who are struggling readers. Students who are not proficient in reading at the end of their eighth grade year are enrolled in this course. Students will be taught skills in the areas of reading comprehension, fluency, and engagement through the use of high interest, leveled texts. Students will develop a "tool box" 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

Grade 9

	leveled reading assessment.	
English I	This course explores ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While 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, to demonstrate critical thinking in generating thought-provoking questions, and to work as self directed and reflective learners independently and as leaders and collaborators in groups. Although emphasizing personal expression, the class also engages students in meaningful communication for expressive, expository, argumentative, and literary purposes. Students in this class will be prepared for success in AP/IB courses as upperclassmen.	Grade 9
Reading & Composition – Honors	This rigorous, honors-weighted course is designed to awaken students' intellectual curiosity. The course will emphasize contemporary and historical problems and issues, engaging students in reading and writing based on a variety of fiction and non-fiction print and non-print texts. Lessons involving cultural awareness, synthesis of information, source selection and analysis, SAT skills preparation, and communication skills will provide students with a foundation for advanced English coursework. Students will learn foundational writing components of rhetorical analysis, synthesis, research, and argumentation that make up AP, IB and college writing courses and assessments.	Grade 9, 10 Prerequisite Course: 8 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 emphasis will be placed on informational contexts. The End-of Course test is required.	Grade 10
English II – Honors	This honors course involves reading, discussing, and writing about both classical and contemporary world literature (excluding British and American authors). Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes, although emphasis will be placed on informational contexts. This course, moreover, requires students to study more challenging texts, to demonstrate critical thinking in generating thought-provoking questions, and to work as self-directed and reflective learners independently and as leaders and collaborators in groups. Students in this class will be prepared for success in AP/IB as upperclassmen. The End-of-Course test is required.	Grade 10

English III	This course focuses on United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media.	Grade 11
English III – Honors	This honors course focuses on United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media. This course, moreover, requires students to study more challenging texts, to demonstrate critical thinking in generating thought-provoking questions, and to work as self-directed and reflective learners independently and as leaders and collaborators in groups.	Grade 11
English IV	This course requires students to integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be lifelong learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British literature. The emphasis in English IV is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media.	Grade 12
English IV – Honors	This honors course requires students to integrate all the language arts skills gained throughout their education. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British literature and an emphasis on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. This course, moreover, requires students to study more challenging texts, to demonstrate critical thinking in generating thought-provoking questions, and to work as self-directed and reflective learners independently and as leaders and collaborators in groups.	Grade 12
CCRG - English IV	English IV College Ready (CCRG) Course Credit: 1 Unit Course Description: This course provides a comprehensive overview of canonical British literature texts and covers competencies delivered in community college developmental reading and English courses. The standards in this course are aligned to the NCDPI Standard Course of Study for English IV. In addition, students will review foundational concepts necessary for reading and writing proficiency as well as complete a variety of reading, analysis, writing, research and presentation skills. Upon completion of this course students will be ready for community or university transfer. Waiting for approval from NCDPI and UNC GA.	Prerequisite courses: English I, English II, English III
AP English Language & Composition	This intense college-level, College Board class helps students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through writing and reading in this course, students become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The course focuses on a study of both non-fiction and American literature.	Grade 11 Recommended Courses: Honors Reading & Composition; Honors English II

AP English Literature & Composition	Offered for academically advanced students, this intense college-level, College Board course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Students are expected to take the AP English Literature and Composition Exam. Some colleges offer college credit to students based on their AP test scores. Students in this class are required to read one assigned book and complete a written assignment prior to the first day of class.	Grade 12 Recommended Courses: Honors English III or AP English Language & Composition
IB English III	Language and Literature A1 Higher Level is a 2-year course that encourages students to see literary works as products of art and their authors as craftsmen whose methods can be analyzed in a variety of ways and on a number of levels. The course is designed to broaden the students' perspectives through the study of a variety of text types from the US and other cultures and to understand the relationships between works as well as their importance in society. Students are allowed to make significant choices regarding their assessments and are encouraged to respond to literature in creative ways. The curriculum is prescribed and approved by the International Baccalaureate Organization. Some colleges offer college credit to students based on their IB assessment scores.	CRHS Only Grade 11 Recommended Courses: Honors Reading & Composition; Honors English II
IB English IV		Grade 12 Prerequisite Course: IB English III
English Electives: Please note that elective courses are taught subject to student demand, sufficient enrollment, and/or teacher availability.		
Creative Writing I	Creative writing is an academic course designed to challenge students to think critically and creatively about writing in all genres. Students will work to enhance their writing skills by reading, studying, and imitating successful classic and contemporary authors to develop their own writing styles.	
Creative Writing II	This course continues the development of the creative abilities and skills for young writers. In addition to submitted 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, written screenplay, and a dramatic reading. Student performance will also be measured via quizzes and tests.	CRHS Only
Introduction to Poetry	This course is dedicated primarily to the close study and analysis of poetry and poetic forms and will have limited opportunity for students to write their own verse. Broad ranges of poetry will be covered, from Ancient Greek to modern times. Students taking this course should be seriously interested in dissecting all aspects of poetry in order to fully understand the poet's skill.	CRHS Only Grades 11 - 12

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

Journalism Electives:

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

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

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

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

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

SPECIAL SERVICES

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

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

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

	to real world situations.	
Occupational Biology	This OCS Biology course is intended for students to develop an understanding of biological processes and discover how life science is an integral part of other sciences and society. Students will have opportunities to engage in hands-on, as well as minds-on activities, that are aligned with the North Carolina Essential Standards. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms as well as acquire an understanding of the matter, energy and organization in living systems. Technology skills will be reinforced through the entire course.	Grade 10
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 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
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, Civics and Economics	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 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 to allow students to develop soft skills appropriate to all careers. Students have opportunities to develop appropriate interpersonal and problem solving skills with an understanding cultural diversity. Students will have opportunities to develop and apply self-advocacy skills as well as collaboration skills as they work in teams. Course activities may take place in a variety of settings including the classroom, whole school environment, and the community. Students begin to work on the 225 community-based	Grade 10

	training hours that are required for this diploma pathway.	
Occupational Preparation III	This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education and/or apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality and job skills. Multiple opportunities for leadership development and self-determination are provided. Students continue to work on the 225 community-based training hours and begin to work on the 225 hours of paid employment, unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours that are required for this diploma pathway.	Grade 11
Occupational Preparation IV	This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 225 hours of paid employment, unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours that are required for this diploma pathway in order to reach the required 600 total hours required for successful completion of the Occupational Course of Study. Students also will develop a career portfolio that provides an educational and vocational record of their high school experience. Students are required to formally present their work portfolio to a panel of Orange County staff.	Grade 12
MATHEMATICS		
<p>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.</p> <p>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.</p> <p>Honors courses will receive .5 additional quality points. A course designated "AP" or "IB" will receive 1.0 additional quality points.</p>		
Foundations of Math I	This course provides students a survey of preparatory topics for high school mathematics, including the foundations for high school Math I. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment.	Grade 9

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

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

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

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

IB Math Studies I SL	The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.	CRHS Only Grade 11 Prerequisite Course: Honors Math III by the end of the 10 th grade
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IB Math Studies II SL	<p>The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics.</p> <p>The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.</p>	<p>CRHS Only</p> <p>Grade 12</p> <p>Prerequisite Course: IB Math Studies I</p>
IB Mathematics I SL	<p>The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL.</p> <p>Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.</p>	<p>CRHS Only</p> <p>Grade 11</p> <p>Prerequisite: Honors Math III and Pre Calculus is preferred by the end of 10th grade</p>
IB Mathematics II SL	<p>This course does not have the depth found in the mathematics HL courses. Students wishing to study subjects with a high degree of mathematical content should therefore opt for a mathematics HL course rather than a mathematics SL course.</p>	<p>CRHS Only</p> <p>Grades 12</p> <p>Prerequisite Course: IB Mathematics I SL</p>

IB Mathematics I HL	<p>The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course 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. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.</p> <p>The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The</p>	<p>CRHS Only</p> <p>Grade 11</p> <p>Prerequisite: Honors Math III and Pre Calculus by the end of 10th grade</p>
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IB Mathematics II HL	<p>exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.</p> <p>This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, mathematics SL or mathematical studies SL. Students who wish to study an even more rigorous and demanding course should consider taking further mathematics HL in addition to mathematics HL.</p>	<p>CRHS Only</p> <p>Grades 12</p> <p>Prerequisite Course: IB Mathematics I HL</p>
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HEALTHFUL LIVING

Healthful Living, a combination of health and physical education, is a program designed for the teaching and learning of behaviors that contribute to a healthful lifestyle and improved quality of life for high school students. Research continues to show that healthy, active, fit children are better students academically. Involvement in a comprehensive healthful living program offers opportunities for each student to develop proactive health promotion behaviors for continued personal fitness and lifetime activity beyond high school. Elective sequential program offerings in healthful living provide a variety of lifetime wellness opportunities that focus on 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 Physical Education	<p>** Required for Graduation from High School**</p> <p>Completion of this course is designed to address the Health and Physical Education components of the K-12 program. This is a required course for graduation. In Health, students will assess their own health status and understand the relationship of healthful living to their quality of life, how to manage stress, accept responsibility for the prevention of major health risks; and demonstrate conflict resolution skills. In Physical Education, students will understand concepts of fitness and lifetime wellness; accept responsibility for personal fitness; demonstrate competence in a variety of skills needed for being active; and control behaviors in physical activity</p>	Grades 9 - 12
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	<p>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.</p>	
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Healthful Living Electives

Lifetime Sports I	This elective course is designed to provide a basic knowledge of various sports & skills one may utilize throughout one's life. Plus you will partake in cardiovascular & strength conditioning, which will improve flexibility and muscular strength/endurance for students. The main focus will be to increase cardiovascular fitness/endurance. This will include, but not be limited to the following: 1-2 mile runs, fitness stations, sprint workouts, jumping rope, track interval running, and step aerobics. Students will also participate in various exercises to build muscular strength/ endurance. Students will be introduced to various individual/team activities/sports where students will become more competent, literate, and enthusiastic within these activities/sports. Some of these activities/ sports will be basketball, football, volleyball, tennis, soccer, softball, strength training, fitness testing and cardio training.	Grades 10 - 12 Prerequisite: Healthful Living
Lifetime Sports II	This program is designed to include the development of a greater knowledge and application of personal fitness development and demonstration of more advanced skills in lifetime sports. Activities are divided equally within the total weeks of the semester.	Grades 10 - 12 Prerequisite: Healthful Living & Lifetime Sports I
Personal Fitness I	This program emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness program in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/ endurance.	Grades 10-12 Prerequisite: Healthful Living
Personal Fitness II	This program involves continued participation in aerobics, step aerobics, and weight lifting. Other topics such as nutrition and muscle physiology are studied. Personal improvement through an individualized exercise and nutrition plan will be stressed in this program. This program includes a focus on the five components of flexibility, muscular strength and endurance, body composition, and cardiovascular training.	Grades 10 - 12 Prerequisite: Healthful Living & Personal Fitness I
Sports Medicine I	This program is designed for students interested in the career of athletic training. The primary focus will include, but not be limited to, the following topics: The Sports Medicine Team, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sports injury/illness, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, CPR/bloodborne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, basic exercise rehabilitation, drug use/abuse in sports, and skin disorders. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.	Grades 10 - 12 Prerequisite: Healthful Living
Sports Medicine II	This course is designed to educate students interested in fields such as athletic training, physical therapy, medicine fitness, physiology of exercise, kinesiology, nutrition and other sports medicine fields. There will be a hands on application in areas of prevention, assessment, treatment and rehabilitation of sports injuries. Students will be required to perform additional hours outside the classroom with sports teams and athletes to further enhance their learning.	Grades 10 - 12 Prerequisite: Sports Medicine I, Biology, and prior approval of the instructor due to job shadowing requirements outside of class

Strength Training & Conditioning I	This program is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving	Grades 10 - 12 Prerequisite: Healthful Living
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	total fitness. The development of a personal fitness plan is a part of this program.	
Strength Training & Conditioning II	This course is an advanced strength and conditioning program. Students should be in good physical shape for this course. This program is strongly recommended for student athletes.	Grades 10 - 12 Prerequisite: Weight Training & Conditioning I

SCIENCE

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

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

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

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

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

Earth/Environmental Science	The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space. The course includes four themes: Geology, Oceanography, Meteorology, and Astronomy. As we explore each theme throughout the semester, students are challenged to connect the themes and relate them to the entire Earth as a system. During their study of these main topics, students will apply their scientific knowledge to the environment, learning how humans interact with the natural world and how the environment can be protected.	Grades 9 - 12
Earth/Environmental Science – Honors	Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. In Honors Earth/ Environmental Science students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations will be communicated through presentations and formal laboratory reports.	Grades 9 - 12

Biology	<p>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.</p> <p>The NC End-of-Course test is required.</p>	<p>Grades 10 - 12</p> <p>Recommended: Successful completion or current enrollment in Math II</p>
Biology – Honors	<p>This course uses a conceptual approach to teach students about the world of living things, and includes topics such as Cell Biology, Biochemistry, Genetics, Invertebrates, Evolution and Ecology. Investigations, activities, and projects will emphasize living organisms and the special challenges all living things face. Topics will be discussed in detail beyond the NC Essential Standards for Biology. Honors Biology demands a high degree of independence and responsibility on the part of the student due to extensive outside readings and assignments. The End-of-Course test is required.</p>	<p>Grades 9 - 12</p> <p>Recommended: Successful completion or current enrollment in Math II</p>

Biology II – Honors	<p>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.</p>	<p>Grades 11 - 12</p> <p>Prerequisites: Successful completion of Biology and Chemistry</p>
Anatomy & Physiology – Honors	<p>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.</p>	<p>Grades 11 - 12</p> <p>Recommended: Biology and Chemistry</p>
Physical Science	<p>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.</p>	<p>Grades 10 - 12</p> <p>Recommended: Math I</p>
Chemistry	<p>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.</p>	<p>Grades 10 - 12</p> <p>Recommended: Biology</p>
Chemistry – Honors	<p>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.</p>	<p>Grades 10 - 12</p> <p>Recommended: Biology</p>

Chemistry II – Honors	Chemistry II is an advanced second year college level course that incorporates the knowledge obtained in the prerequisite chemistry class. Advanced levels of chemical concepts such as equilibrium, stoichiometry, periodicity, chemical reactions, atomic structure, thermodynamics, kinetics, electrochemistry, nuclear and organic chemistry will be taught. This course will prepare students to take AP Chemistry in the spring and is a prerequisite for that course. Offered in alternating years with Honors Biology II.	Grades 10 - 12 Prerequisite: Chemistry
Physics – Honors	This course provides a survey of the basic concepts of motion, forces, momentum, energy, light, sound, electricity and magnetism. Emphasis will be placed on scientific inquiry and experiments to develop the basic concepts of physics.	OHS Only Grades 11 - 12 Recommended: Chemistry and current enrollment in Math III

Science Electives

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

	used in order to learn the work of microorganisms, plant and animal cells and biodiversity. Students will determine genetic codes and how protein structure is used in vaccines.	Similar course at OHS in Agriculture section Grades 9 - 12
AP Biology	This course prepares students to take the AP Biology exam and is taught at the level of a college year 1 class. Students are required to be adept in writing essays in a science context. Extensive outside study and reading of college level texts is required. Numerous labs are required to adequately prepare students for the rigorous AP test.	Grades 11 - 12 Prerequisite: Biology or Chemistry or Honors Biology II

IB Biology I	<p>Biologists investigate the living world at all levels using many different approaches and techniques.</p> <p>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.</p> <p>Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis on a practical approach. In addition, through the overarching theme of the "Nature of Science" this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour.</p> <p>The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.</p>	<p>CRHS Only</p> <p>Grades 11 - 12</p> <p>Prerequisite Courses: Honors Biology</p> <p>Recommended: AP Environmental Science</p> <p>**This course is offered on alternating years with IB Sports, Exercise, & Health Science - starting in 2018-19</p>
IB Biology II		<p>CRHS Only</p> <p>Grades 11 - 12</p> <p>Prerequisite: IB Biology I</p>
AP Chemistry	<p>The AP chemistry course is designed to be the equivalent to the General Chemistry course usually taken during the first year in college. An extensive laboratory experience will be provided and evidence of the lab curriculum must be documented in a student laboratory notebook.</p> <p>Extensive reading of college-level texts is required.</p>	<p>Grades 11-12</p> <p>Prerequisite: Math III and Honors Chemistry</p>

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

IB Environmental Systems & Societies II SL	<p>both. This gives students the opportunity to study (an) additional subject(s) from any group.</p> <p>Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, a course that shares these aims would be good preparation.</p> <p>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.</p>	<p>CRHS Only</p> <p>Grade 12</p> <p>Prerequisite: IB Environmental Systems & Societies I</p>
AP Environmental Science	<p>AP Environmental Science is an interdisciplinary science course which teaches students to think critically about the environment. It is a rigorous course taught on a college level and includes a strong laboratory and field investigation component. The emphasis is on studying environmental issues from a scientific perspective. The course culminates in the national AP Environmental Science Exam.</p>	<p>Grades 10 - 12</p> <p>Recommended Courses: Honors Chemistry & Honors Biology</p>
AP Physics I	<p>AP Physics is a college-level course. This algebra-based course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (motion, forces, including rotational dynamics and angular momentum) work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. The College Board course of study will be followed including a strong laboratory component. This course is designed to advance students' understanding of natural phenomena by an in-depth approach to the topics of physics. The course culminates in the national AP Physics Exam.</p>	<p>Grades 11 - 12</p> <p>Recommended Course: Concurrent Math III or higher</p>
AP Physics II	<p>AP Physics II is the equivalent of a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; as well as atomic and nuclear physics. The College Board course of study will be followed including a strong laboratory component. This course is designed to advance students' understanding of natural phenomena by an in-depth approach to the topics of physics. The course culminates in the national AP Physics Exam.</p>	<p>Grades 11 - 12</p> <p>Recommended: Concurrent Math III or higher</p>
AP Physics C: Mechanics	<p>Mechanics is a calculus-based physics course that provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The course culminates in the national AP Physics Exam.</p>	<p>CRHS Only</p> <p>Grades 11 - 12</p> <p>Recommended Courses: Concurrent Calculus or higher</p>
IB Sports, Exercise, and Health Science I SL	<p>This two-semester course involves the study of the science that underpins physical performance and provides the opportunity to apply these principles. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise, and health. Students will cover a range of core and optional topics and carry out practical (experimental) investigation in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues</p>	<p>CRHS Only</p> <p>Grades 11 - 12</p> <p>**This course is offered on alternating years with IB Biology - the next cycle will be in the 2019-20 school year</p>

IB Sports, Exercise, and Health Science II SL	of internationalism and ethics by considering sport, exercise, and health, relative to the individual and in a global context.	CRHS Only Grades 11 - 12 Prerequisite Course: IB Sport, Exer., and Health Science I
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WORLD LANGUAGE STUDIES

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

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

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

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

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

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

French III – Honors	This course emphasizes the transition from spoken to written French. Students develop significant accuracy in reading and writing skills through an extensive grammar review, reading and discussion of short stories, newspapers and magazine articles, and videos. Students complete research papers and oral presentations in the target language. Cultural and language opportunities are available through travel in Europe, Canada, and other Francophone regions.	Grades 9 - 12 Prerequisite: French II
French IV – Honors	At Level IV, French students learn the fine points of grammar and usage and continue to advance their proficiency in the four language skills through extensive conversation, listening, speaking, reading and writing. French IV aims at moving the student to a more abstract level of language usage at	Grades 9-12 Prerequisite: French III Honors

	which the student will work with more extended discourse and will read samples of more sophisticated literary texts. Honors French IV will prepare students for the AP French Language course.	
IB French 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. Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria.	CRHS Only Grade 11 Prerequisite: French III Honors
IB French V HL	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 five options provided. Finally, two works of literature are studied at HL only.	CRHS Only Grade 12 Prerequisite Course: IB French IV SL
Spanish I	This course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom setting when possible. Grammar is integrated throughout the course and is selected according to the language conventions (functions).	Grades 9 - 12
Spanish II	This course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students participate in simple conversational situations by combining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas.	Grades 9 - 12 Prerequisite: Spanish I or Spanish 1A and 1B in middle school

Spanish III – Honors	(Prerequisite: Spanish II) Beyond a thorough review of grammar, students will focus on more complex linguistic structures. Extensive vocabulary will be incorporated in the course. Students will communicate verbally at a higher level of proficiency. They will use more sophisticated writing skills to relate personal stories and other compositions. Students will read short stories in the target language and begin a deeper study of the target literature.	Grades 9 - 12 Prerequisite: Spanish II
Spanish IV – Honors	(Prerequisite: Spanish III) Spanish IV will further develop skills learned in earlier levels with an emphasis on highly- developed oral communication and complex writing. Use of sophisticated grammar and syntax will be emphasized. Reading and critical analysis of Spanish literature is emphasized.	Grades 9 - 12 Prerequisite: Spanish III

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

	English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.	
Latin III – Honors	Latin III focuses on advanced Latin grammar skills. It also introduces the study of Latin literature and emphasizes the process of reading authentic Latin texts. Students continue to refine their knowledge and understanding of Greco-Roman and their own culture by examining the interrelationship of the cultures, by applying higher-order thinking skills and deeper knowledge inside and outside the classroom setting.	Grades 10 - 12 Prerequisite: Latin II
Latin IV – Honors	The major focus of Latin IV is on the reading and critical analysis of authentic Latin texts with grammar taught in the context of the reading. Emphasis is placed on analysis of literary devices such as figures of speech, as well as on critical analysis and essay composition. There is a more in-depth study of the Greco- Roman culture and its influence throughout the world, as well as on application to the student's own culture. Students are able to demonstrate awareness of the connection of the Latin language to other disciplines and compare it to their own language structures.	Grade 12 Prerequisite: Latin III
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 culture(s) connected with it. Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. 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 five options provided. Finally, two works of literature are studied at HL only.	CRHS Only Grade 11 Prerequisite: Latin III
IB Latin V HL		CRHS Only Grade 12 Prerequisite: IB Latin IV SL

SOCIAL STUDIES

The secondary social studies program is designed to develop each student's understanding of cultural, social, economic and political systems through a coordinated, vertically aligned curriculum. Students will have the opportunity to further enrich their understanding of these themes through a variety of elective offerings. The social studies program allows students to develop essential life skills through analysis of primary and secondary sources, debate, consensus, cooperative learning, problem solving, writing and project-based learning. The primary purpose of social studies is to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

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

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

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

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

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

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

World History	Students will develop an understanding of the recurring themes of civilizations from ancient to modern times. Students will examine, compare, and contrast the historic origins of significant events, ideas, and reactions of world leaders. Social, religious, economic, and political perspectives in Europe, Asia, Africa, and the Americas will be explored, with an emphasis placed on western civilizations. Students will develop chronological and thematic insights based on their understanding of these historical perspectives and the changes they created throughout human history.	Grade 9
World History – Honors	While following the topics reflected in World History, Honors World History provides the opportunity for advanced work in the systematic study of major ideas and concepts found in the study of global history. The course is designed to be challenging and requires students to take greater responsibility for their learning by participating in problem- seeking, problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and historical writing. Assignments will encourage critical thinking skills such as drawing conclusions, making inferences, and analyzing primary and secondary sources through a variety of means, including reading selections made by the department.	Grade 9
American History: The Founding Principles, Civics, and Economics	Students learn the structure of federal, state, and local governments and how they influence our lives on a daily basis. Students will explore how the national economy works and how they, as consumers, have an impact in 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
American History: The Founding Principles, Civics, and Economics – 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 I – Honors	Honors American History I is a survey of American History from European exploration of the new world through Reconstruction. Honors American History I provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found in the study of American History. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem- solving, scholarly and creative process, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content. Honors American History I follows the same course of study as the corresponding	Grades 10 - 12

	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.	
American History II	This course will guide students from the late nineteenth century time period through the early 21st century. The founding principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power.	Grades 10 - 12 Prerequisite: American History I
American History II – Honors	Honors American History II is a survey of American History from the Gilded Age US (1870's) to the present. The founding principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Honors American History II provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found in the study of American History. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative process, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content. Honors American History II is taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum, and a difference in the quality of work expected of the student. Additional outside reading selections will be made by the department.	Grades 10 - 12 Prerequisite: American History I
American History	This course begins with the European exploration of the new world through the early 21st century. The founding principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. The founding principles will trace the change in the ethnic composition of American society; the movement toward equal rights for minorities and women; and the role of the United States as a major world power.	
Economics and Financial Literacy CRHS Honors available	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, and 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 Grades 10 - 12

Global Issues	Global Issues is a semester-long course that is designed to engage students in studying the most crucial and intriguing international issues of our day. Relevant units may include global poverty, war, and the challenges of corruption, natural resource extraction, and infectious disease. Multiple perspectives will be presented and, at OHS, an emphasis will be on connecting students with speakers who have experience dealing with these issues, including those who work with international non-governmental organizations (NGOs), scholars, filmmakers, politicians from both parties, and medical doctors. Students will generate solutions to the issues that they study. At CRHS, this class will use the Model United Nations as a framework for instruction, student delegates will collaborate on developing resolutions to global problems, and heavy emphasis will be placed on current events.	Grades 11 - 12
Global Issues – Honors	Honors Global Issues is a semester-long course that is designed to engage students in studying the most crucial and intriguing international issues of our day. The issues include, but are not limited to, poverty, climate change and environmental degradation, food and water security, terrorism, global health issues (including HIV/AIDS, malaria, polio, and tuberculosis), women's rights, corruption and protection of indigenous cultures. Within the context of each unit, students will be exposed to a variety of perspectives. In fact, a key component of the class is connecting students with speakers who have direct experience working on the issues that we study. In the past, students in the class have spoken in person or via phone or video conference with high-ranking politicians from both parties, presidential advisors, scholars, filmmakers, Nobel Peace Prize winners, and medical doctors. Students will use the knowledge that they gain from class to propose ways of solving the issues that we study. Honors Global Issues provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of Global Issues. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of Global Issues. Additional outside reading selections will be made by the department.	OHS Only Grades 11 - 12
African American Studies-Honors	African American Studies is a semester-long course that functions as an interdisciplinary class that explores the richness of Black culture – primarily in the context of the United States but also possessing a global perspective. Therefore, students will engage in ways of thinking that are typically seen in a literature class, art class, history class, and philosophy class. Students in this course can expect to examine parts of history from the time period of slavery, the reconstruction era, the Jim Crow Era, the Civil Rights Movement, and the United States' contemporary setting. Frequently, students will be asked to hold many parts of history in mind as the past will be put into conversation with the present to see both how patterns of systemic racism evolve and how Black folks' resist this oppression. Some, but not all, of the topics covered in this class include: an examination of stereotypes; exploring what it means to be 'Black,' 'white,' and 'biracial;' learning how the idea of 'race' was and is still being made; histories of resistance to systemic racism; a deepening of our understandings of traditional Black figures like Martin Luther King Jr. and Rosa Parks; examining figures that have been forgotten through history like North Carolina's very own Robert F. Williams and Pauli Murray; an engagement with Black 'radical' thinkers like George Jackson, Fred Hampton, and Angela Davis; an exposure to critical-race theory, post-colonial theory, and intersectionality; discussions surrounding the roles of police and prisons in our society, an appreciation for authors and music artists like Audre Lorde and Meg Thee Stallion, and so much more. Students will engage with primary and secondary sources frequently in this class to learn how people in their time period thought about themselves and the	OHS Only Grades 9-12

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

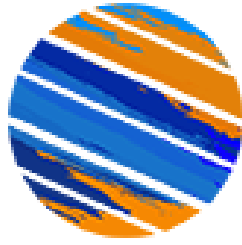
	<p>secondary subjects will include, but not be limited to, the following: sensation and perception, child development, social psychology, memory and learning, psychological disorders and the ethics of psychology. The aim of this course is to analyze three approaches to psychological research and theory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

Ninth Grade Seminar	This course is designed to assist 9th graders with their transition to high school. Topics to be explored include note-taking skills, study skills, test-taking skills, reading techniques and strategies, oral presentation skills, career planning and development, financial management, and other life-skill-building activities.	Grade 9
Library Science	<p>Slots for this class are limited to two students per period.</p> <p>In this course students will learn the basics of library operation including organization and maintenance of materials, circulation, reference, and use of equipment. Students will shelve books, shelf read, check books in and out, maintain an assigned area, deliver equipment and other materials to classrooms, process new book shipments, and complete digital projects. The abilities to work independently, be self-motivated, and pay attention to detail are important characteristics of successful library science students.</p>	<p>Grades 11 - 12</p> <p>Prerequisite: Students must complete a Library Science application form and be approved by the Media Coordinator via an interview</p>
Peer Counselor	<p>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</p> <p>to help students of all levels, ability, and ethnic background with competence, kindness, and respect, and above all a willingness to learn. The training will cover all aspects of the college search, college application process, college essay review, the university system and its requirements, and aid students in registering for the ACT and SAT tests. Students should be recommended by a teacher/administrator and must complete an application. Applications are available in the Counseling Office upon request.</p>	<p>OHS Only</p> <p>Grade 12</p> <p>Prerequisite: Application and letter of recommendation are required</p>
North Carolina Virtual Public School	The North Carolina Virtual Public School (NCVPS) Program is a state-led virtual school that offers courses taught by certified North Carolina teachers. Through partnerships with local school systems NCVPS offers students the opportunity to enroll in courses that they would not have access to at their current high school. All of the courses are taught in a virtual classroom environment over the internet. When enrolled in an NCVPS course students will use different technologies to complete their daily coursework and will also collaborate with their online teacher and classmates who come from a variety of locations and cultures. Students are able to work from a variety of locations and at flexible hours. For the most up-to-date list of course offerings, check out the catalog online at www.ncvps.org .	
Driver Education	Dependent upon state legislation, Driver training and safety education is offered throughout the year, as a before or after-school activity, to all eligible Orange County students who are at least 14 1/2 years old and are enrolled in public, private, or homeschool. Upon completion of thirty hours of classroom and six hours of behind-the-wheel instruction, students who are 15 to 17 years old are eligible to apply for a learner's permit at any North Carolina Department of Motor Vehicles (DMV). For more information, check: 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 which 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 which allow students to receive articulated credit.
AIG	Academically / Intellectually Gifted Program
Career Cluster	Career Clusters™ are groupings of occupations used as an organizing tool for curriculum design and instruction. The Career Cluster approach makes it easier for students to understand the relevance of their required courses and helps them select their elective courses more wisely.
Career Pathway Major	Career Pathway Major is one that provides aligned specificity in a Career Pathway and can include either an Advanced Studies course, 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	<p>Credit by Demonstrated Mastery (CDM) offers students in grades 6-12 the opportunity to personalize and accelerate their learning by earning credit for select high school courses by demonstrating mastery of course content, without being required to complete classroom instruction for a certain amount of seat time. Students who wish to pursue CDM will need to show mastery of the content by completing two phases.</p> <p>In phase I, students must complete an exam of course content. In phase II, students must create a product/performance that exhibits a deeper understanding and application of course content. Certain courses are excluded, please see your school counselor.</p> <p>CDM is not available for Honors weighted courses.</p>
CRHS	The abbreviation for Cedar Ridge High School.
Concentrator	Concentrator is a student who has successfully completed a Concentrator course in an approved Career Pathway.
Concentrator course	Concentrator course is a second- or third-level course in the Career Pathway (CPPOS) that builds 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 taken.
CTE	Career & Technical Education
EC	Exceptional Children Program
ELD	English Language Development
EB	Emergent Bilingual
EL	English Learner
ELL	English Language Learning
ESL	English as a Second Language
EOC	End of Course test. Students are required by state policy to take an EOC in certain courses.
GPA	The abbreviation for grade point average.
Honors	Certain courses are designated as honors courses because of the challenging nature of the curriculum. These courses receive 0.5 quality points, in the weighted grading system that is used to compute GPA.
IB	The International Baccalaureate Diploma Programme is a demanding course of study that is designed for highly motivated secondary school students (Juniors and Seniors) with an interest in internationalism, service, academic rigor and independent learning. The school district's IB program is housed at Cedar Ridge High School.
IEP	Individualized Education Program
MCHS	Middle College High School at Durham Technical Community College is an open, non-traditional high school program for upperclassmen in Orange County Schools. Students accepted into Middle College High School have the opportunity to receive high school credits and potential community college credit.
NCAA	The abbreviation for the National Collegiate Athletic Association

NCSCOS (North Carolina Standard Course of Study)	The North Carolina Standard Course of Study is a publication produced by the North Carolina Department of Public Instruction. This document specifies a set of standard guidelines and requirements for each course taught in the public schools of North Carolina.
NCVPS (North Carolina Virtual Public School)	NCVPS offers high school courses that are taken over the Internet or through correspondence from other high schools across the nation. Virtual High School courses are courses that require strong independent, self-motivated students. See your counselor for enrollment procedures. www.ncvps.org
OCS	The abbreviation for Occupational Course of Study
OHS	The abbreviation for Orange High School
Pre-ACT Formerly PLAN	The Pre-ACT test is typically administered to high school students in the fall of their sophomore year. In addition to predicting a student's performance on the ACT, the PLAN test measures academic achievement in English, math, reading, and science. It helps high school students prepare for future academic and career success. Tenth grade students are required by the state to take the assessment which is administered in each high school.
PLTW	Project Lead the Way
Post-Secondary Education	This term means “after the completion of high school”. It typically refers to any education a person receives beyond or after high school, including apprenticeships, trade schools, community colleges, four-year colleges and universities.
Prerequisite	A prerequisite is a required course that is to be completed before a student can take the course in question.
PSAT	An assessment developed by College Board to determine college readiness. Students are assessed in the areas of critical reading, mathematics, and written expression in preparation for the SAT 1: Reasoning Test. The PSAT is offered once a year in October to any interested students for a nominal fee. Juniors taking the exam may qualify for the National Merit Scholarship program.
SAT	A standardized, five-hour test developed by the College Board that measures verbal, mathematical reasoning, and writing skills. Four-year colleges use a student's score on this test as part of the admissions evaluation for entrance.
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 on the basis of a disability.
Weighted Grades (Weighting)	In calculating a student's grade point average, advanced courses are awarded additional quality points because of the emphasis on rigor and demand for higher order thinking skills. Courses designated as honors are awarded .5 additional quality points depending on the student's entering ninth grade cohort; Advanced Placement (AP) courses and International Baccalaureate (IB) courses are weighted 2 or 1 additional quality points depending on the student's entering ninth grade cohort. The weighted credit is approved by the North Carolina State Board of Education (policy # HSP-L-004).
WorkKeys	The ACT WorkKeys® Assessment measures foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance. The North Carolina Department of Public Instruction requires all seniors who have a CTE concentration to take this exam. The exam evaluates students in three areas: Applied Math, Graphic Literacy and Workplace Documents. As a result of this testing, students may earn a NC Career Readiness Certificate. This certification is industry- recognized, portable, and certifies that the student has the essential skills needed for workplace success.



Orange County Schools First Choice for Families

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 Resources Officer at 919.732.8126.