

# Tuscola

High School



## 2016-2017 Course of Studies

TUSCOLA HIGH SCHOOL  
564 TUSCOLA SCHOOL ROAD  
WAYNESVILLE, NC 28786

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### **Policy Statement**

It is the policy of this high school not to discriminate on the basis of sex, race, color, religion, or national origin.

## Introduction

The purpose of this guide is to help you and your parents make better decisions concerning your course selections for the coming year. Each class that a student chooses should be a part of an overall plan. Perhaps a student has a certain career in mind; perhaps he/she is exploring different fields to help in selecting a vocation. He/she may be preparing for college or developing interest in one of the fine arts areas or other creative activities. A student should select courses that best suit his/her abilities and interests. A student's participation in a particular subject area should be based on a combination of logical and sequential courses of study, which lead to the desired objectives.

Read this guide carefully and discuss your plans with your parents. It is essential that a student think seriously about a particular subject before scheduling it. **Students and their parents assume full responsibility for courses scheduled. Though school personnel will attempt to locate and correct any errors, it is the students' and their parents' responsibility to select the courses, keep copies of records and plan their schedule to meet all requirements for graduation.** Students are selecting courses not specific teachers or class periods.

**Because the administration must plan for the next school year based on the subjects selected now, students cannot change selections after registration is complete unless one of the following criterion is met:**

1. incorrect placement
2. meeting graduation requirements
3. balancing of classes and protection of the integrity of the master schedule.

**Courses and sequences listed in this book are subject to change.**

## **GRADUATION REQUIREMENTS FUTURE READY COURSE OF STUDY**

CONTENT AREA	
<b>ENGLISH:</b>	<b>4 Credits required:</b> English I, II, III, IV
<b>MATHEMATICS:</b>	<b>4 Credits required:</b> Math I, Math II, Math III, Additional Math
<b>SCIENCE:</b>	<b>3 Credits required:</b> Earth/Environmental, Biology, & a Physical Science (Physical Science or Chemistry)
<b>SOCIAL STUDIES:</b>	<b>4 Credits required:</b> World History, Am. History I & Am. History II or AP History and a history elective, Civics & Econ
<b>HEALTH &amp; PE</b>	<b>1 Credit required</b>
<b>ELECTIVE CREDITS:</b>	<b>6 Credits required:</b> 2 elective credits in any combination of the following: <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education</li> <li>• World Languages</li> </ul> 4 elective credits to complete a four course concentration from one of the following: <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education</li> <li>• JROTC</li> <li>• Academic: English, Math, Science, Social Studies, World Language</li> </ul>
<b>ELECTIVE CREDITS:</b>	<b># based on graduation requirements</b>
<b>WORLD LANGUAGES:</b>	<b>Not required for high school graduation.</b> <i>**A two-credit world language minimum is required for admission to the UNC system and many other universities</i>

## **Occupational Course of Study**

(Available for certain students with disabilities who have an IEP)

SUBJECT	CREDITS
<b>English:</b> English I, II, III, IV	4
<b>Mathematics:</b> Intro to Math, Math I, Financial Management	3
<b>Social Studies:</b> Social Studies I and II	2
<b>Science:</b> Applied Science and Biology I	2
<b>Health and PE</b>	1
<b>Prep Education:</b> Prep I, II, III, IV 240 hours of community-based training & 360 hours of paid employment	6
<b>Career &amp; Technical Education (CTE courses)</b>	4
<b>Total</b>	<b>22</b>

## PROGRAM CONSTRAINTS

1. No student will be permitted to register for a load of less than 8 courses at Tuscola High School unless he or she has special permission from the principal.
2. Students will not be allowed to take more than one English course during the regular school day (per semester). Initial enrollment in a high school English course will not be allowed outside the regular school day. All exceptions will be handled by the high school principal.
3. Transfer student's and foreign exchange student's transcripts will be reviewed by school committee and principal before enrollment is allowed.

## EXIT DOCUMENTS

1. **Merit Diploma** – Granted to students who satisfy all state and local graduation requirements, whose rank is in the top ten percent of the graduating class and have a score on the SAT or the ACT which is higher than the “national average” for the previous year.
2. **Diploma** – For students who satisfy all state and local graduation requirements.

## STUDENT ACCOUNTABILITY POLICY

Decisions made concerning students' promotion and high school course credit should be based on classroom performance, grades, performance on tests, completion of tasks, attendance and teacher observation. Each student should be evaluated objectively as an individual. The school principal has the ultimate responsibility regarding promotion and retention decisions in accordance with Public School Law 115C-288(a).

### I. High School Test Standards

1. In determining final grades for the term a true numerical average will be used for report card purposes. Final grades for the transcript will be posted as numerical grades.
2. Final exams will be administered in all courses.
3. State mandated End-of-Course Tests, CTE, Post Assessments, North Carolina Final Exams and local mandated-exams administered during the testing window as determined by the State will count 20% of the course grade.
4. No student is exempt for the State mandated End-of-Course tests, CTE Post Assessments, and North Carolina Final Exams. A student may be exempt from locally mandated exams when he/she meets criteria specified in school-developed Exam Plans

### II. High School Promotion Requirements

1. To enter the **tenth grade**, a student must have earned a minimum of five (5) units of credit, one of which must have been earned in English.
2. To enter the **eleventh grade**, a student must have earned a minimum of ten (10) units of credit. Two of these credits must be in English.
3. To enter the **twelfth grade**, a student must have earned a minimum of seventeen (17) units of credit. Two of these units must be in English and it must be possible for all other graduation requirements to be met during the upcoming year.

### North Carolina Academic Scholars

**GPA: 3.5 Unweighted**

Credits	
4	English Language Arts I,II,III,IV
4	Mathematics I, II, III, and one higher level mathematics course with Math III as prerequisite
3	Science (Earth & Environmental Science, Biology, and a Physics or Chemistry course)
3	Social Studies (World History, American History 1, American History 2, and Civics and Economics
1	Healthful Living / PE
2	Two (2) elective credits in a second language for the UNC system. Must be in the same language
4	Four (4) elective credits constituting a concentration recommended from the following: Career & Technical Education (CTE), JROTC, Arts/Music Education or any other subject area
3	Higher level course taken during the Junior and/or Senior years which carry 5 or 6 quality points such as: AP, IB, Dual or college equivalent course, advanced CTE, CTE credentialing courses. Online courses or other honors or above designated courses.

## COURSE SELECTIONS

+ Students must meet the prerequisite requirements listed with each course in order to be considered for Honors/AP classes. Honors/AP classes are determined on the basis of placement criteria. Students must complete the “*Application of Intent Form*” located on THS website. <http://ths.haywood.k12.nc.us/>

All AP courses will be offered in the Fall semester. Students taking AP courses will be required to take the AP EXAM in the Spring and must attend mandatory SMART Lunch sessions during the Spring semester to help prepare for the test. Students are reminded that AP classes are rigorous and have expectations beyond the honors and standard level courses including but not limited to: 1-2 hours work outside of class, summer reading requirements and assignments, science courses may use class time for labs requiring students to do prep work at home.

### **ENGLISH**

#### **ENGLISH I**

This course provides a foundational study of literary genres including novels, short stories, poetry, drama (including one Shakespeare play), and nonfiction (including influential U.S. documents). Goals include those required on the Common Core Curriculum Standards with a strong emphasis on reading, writing, research, speaking and presentation of information, utilization of technology to research and presentation, cooperative problem solving, career / college readiness skills, and reading texts of appropriate complexity levels to enhance learning.

#### **ENGLISH I HONORS +**

*Prerequisites: A in 8<sup>th</sup> Grade English*

#### **Summer Reading Required**

This course provides a foundational study of literary genres including novels, short stories, poetry, drama, and nonfiction. Students will read a variety of increasingly complex texts including influential U.S. documents and a Shakespeare play. Literary analysis and use of rhetorical devices are emphasized as well as the development of arguments, informative / explanatory texts, and narratives with emphasis on the conventions of Standard English grammar. Students will use technology effectively for a variety of tasks including research and presentations. Weekly vocabulary study will include college level words. Emphasis will be placed on career / college readiness, development of competent speaking and writing styles, and collaboration with others to problem solve and enhance learning opportunities to fulfill the guidelines listed in the Common Core Curriculum Standards.

#### **ENGLISH II (EOC Course)**

*Prerequisites: English I*

English II focuses on literary global perspectives and concepts using literature from Africa, Asia, Oceania, Eastern Europe, the Middle East, and the Americas. Goals include those required in the Common Core standards with a strong emphasis on reading, writing, research, speaking and presentation of information, for utilization of technology research and presentation, cooperative problem solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning. In addition to the variety of global texts, students will read a Shakespeare play and examine influential U.S. documents.

#### **ENGLISH II HONORS + (EOC Course)**

*Prerequisites: B or higher in Honors English I or A in English I*

#### **Summer Reading Required**

*Class Availability: 9<sup>th</sup> and 10<sup>th</sup> Grade*

Honors English II is an intensive study of literary global perspectives and concepts focusing on literature from Africa, Asia, Oceania, Eastern Europe, the Middle East, and the Americas. Students will read a variety of increasingly complex texts including influential U.S. documents and a Shakespeare play. Literary analysis and use of rhetorical devices are emphasized as well as the development of arguments, informative/explanatory texts, and narratives with emphasis on the conventions of Standard English grammar. Students will use technology effectively for a variety of tasks including research and presentations. Emphasis will be placed on career/college readiness, development of competent speaking and writing styles, and collaboration with others to problem solve and enhance learning opportunities to fulfill the guidelines listed in the Common Core standards.

#### **ENGLISH III**

*Prerequisites: English II*

English III is a study of 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> Century American literature including informational texts. Goals include those required in the Common Core standards with a strong emphasis on reading, writing, research, speaking and presentation of information, utilization of technology to research and presentation, cooperative problem solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning opportunities. In addition to the variety of American texts, students are required to read one Shakespeare play.

### **ENGLISH III HONORS +**

*Prerequisites: B or higher in Honors English II or A in English II*

Summer Reading Required

*Class Availability: 10th and 11th Grade*

Honors English III is an intensive and rigorous chronological study of American literature designed to enable students to read and think critically a variety of complex texts, and to meet the goals outlined in the Common Core standards. Students will demonstrate knowledge of 18th, 19th and 20th century foundational works of American literature, including informational texts. Students will also be required to read one Shakespeare play. Emphasis is placed on literary analysis and use of rhetorical devices, the development of arguments, informative/explanatory texts, and narratives. Students will conduct research to answer questions, solve a problem, and/or demonstrate understanding of the subject under investigation. Students will draw evidence from literary or informational texts to support analysis, reflection, and research, and integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy, and making strategic use of digital media. Students will be asked to utilize technology in publishing and presentation of student work. Emphasis will be placed on career/college readiness, development of competent speaking and writing style, and collaboration with others to problem solve and enhance learning opportunities to meet guidelines listed in the Common Core standards.

### **AP ENGLISH LANGUAGE AND COMPOSITION +**

*Prerequisites: B or higher in all previous English courses or A in Honors English II*

Summer Reading Required

*Class Availability: 10th & 11th Grade*

The Advanced Placement English Language and Composition course features college level work in the form of challenging reading assignments along with an emphasis on analytical writing and reading. Reading will be expected most nights and over breaks. Within these two areas of emphasis, there will be multiple-choice work which “measures a student’s ability to read, understand, and analyze the kinds of texts used in introductory college writing courses,” and there will be free-response questions designed to “measure each student’s ability to analyze a passage, respond to an argument, and create and establish a position.” In addition, in alignment with Common Core standards, the class will also examine U.S. literature and U.S. Literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play will also be included.

### **ENGLISH IV**

*Prerequisites: English III*

*Class Availability: 12th Grade*

English IV focuses on European (Western, Southern, Northern) literature. This course includes one Shakespearean play in addition to important U.S. documents and literature (texts influenced by European philosophy or action). Goals include those required in the Common Core standards with a strong emphasis on reading, writing, research, speaking and presentation of information, utilization of technology for research and presentation, cooperative problem solving, career / college readiness skills, and reading texts of appropriate complexity levels to enhance learning opportunities.

### **ENGLISH IV HONORS +**

*Prerequisites: B or higher in Honors English III or A in English III*

Summer Reading Required

*Class Availability: 12th Grade*

Honors English IV focuses on European (Western, Southern, Northern) literature. This course includes important U.S. documents and literature (texts influenced by European philosophy or action). Goals include those required in the Common Core standard with a strong emphasis on reading, writing, research, speaking and presentation of information, utilization of technology for research and presentation, cooperative problem solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning opportunities. In addition to the variety of American texts, students are required to read one Shakespeare play. The honors-level course expects a higher level of commitment and work, features challenging reading assignments along with an emphasis on analytical reading, and expects independent literary analysis.

### **AP ENGLISH LITERATURE AND COMPOSITION +**

*Prerequisites: B or higher in all previous English courses or A in Honors English III*

Summer Reading Required

*Class Availability: 11th and 12th Grade*

The Advanced Placement English Literature and Composition course features college-level work that focuses on analysis of all forms of literature (poems, novels, plays, etc.). Students will learn “how” and “why” literature is written the way it is, as well as learn how to write and fully explain their insights on literature. There will be a lot of out-of-class reading that includes most nights, weekends, summer and breaks. Evaluations of performance will include multiple-choice questions, free response essays, and discussions in order to prepare students for the AP Exam in May. In order to maintain congruity with other English IV classes and the Common Core standards, this class will also cover European (Western, Southern, Northern) literature including at least one Shakespearean play.

## **MATHEMATICS**

### **FOUNDATIONS OF MATH I**

This course is determined by placement criteria and is designed to help students prepare for Math I.

### **MATH I (EOC Course)**

*Prerequisite: Successful complete of 8th grade math or Foundations of Math I*

Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

## **FOUNDATIONS OF MATH II**

This course is determined by placement criteria and is designed to help students prepare for Math II.

## **MATH II**

*Prerequisite: Math I*

Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

## **MATH II HONORS +**

*Prerequisites: Math I completion with a B or higher*

Math II Honors provides students a comprehensive, in-depth study of logical reasoning as related to geometric concepts. Basic principles of algebra will be used extensively. Students will study supplementary topics, participate in seminars, and develop projects that involve real world applications. A more rigorous pacing is required, as is a very strong background in Math I.

## **MATH III**

*Prerequisite: Math II*

Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.

## **MATH III HONORS +**

*Prerequisites: Math II completion with a B or higher*

Honors Math III addresses the topics of Math III at a more comprehensive level. Additional topics, seminars, and projects with real world applications are included. A more rigorous pacing is required, as is a very strong background in Math I and Math II.

## **ADVANCED FUNCTIONS AND MODELING**

*Prerequisite: Math III*

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

## **ESSENTIALS FOR COLLEGE MATH**

*Prerequisites: Math III*

This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking to apply math skills, functions and concepts in different situations. This course prepares students for college-level math assignments based on the content. (Not designed to prepare students for college-level math in STEM majors).

## **HONORS DISCRETE MATHEMATICS +**

*Prerequisite: B or higher in Math III or C or higher in Honors Pre-Calculus*

Honors Discrete Mathematics covers many topics, which include graph theory, applications of probability, the mathematics of social decision-making, matrix modeling, and the mathematics of iteration. Some of the subtopics include fairness in decision making, analysis of elections, Markov chains, investigating algorithms, and graphic modeling. Students will study supplementary topics, participate in seminars, and develop projects that involve real world applications. A more rigorous pacing is required, as is a strong background in Math I, Math II, and Math III.

## **PRE-CALCULUS HONORS +**

*Prerequisites: B or higher in Math III or Advanced Functions with B or higher*

Advanced Math Honors Pre-Calculus provides students a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, and data analysis. Applications and modeling will be included throughout the course of study. Appropriate technology will be used.

## **AP STATISTICS +**

*Prerequisites: B or higher in Honors Pre-Calculus or B or higher in Honors Math III*

AP Statistics follows the College Board curriculum, introduces students to the major statistical concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. At the completion of this course, students will be required to take the Advanced Placement Exam.

## **AP CALCULUS +**

*Prerequisites: B or higher in Honors Pre-Calculus*

AP Calculus follows the College Board curriculum to develop the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experiences with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expressions of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. At the completion of this course, students will be required to take the Advanced Placement Exam.

## **SCIENCE**

### **EARTH/ENVIRONMENTAL SCIENCE**

This course is a study of the function of the earth's systems and place in the universe. Emphasis is placed on matter, energy and cycles that circulate energy and matter through earth system. Major themes include awareness of limited natural resources, importance of biodiversity, and potential human impacts on various natural systems.

### **EARTH AND ENVIRONMENTAL SCIENCE HONORS +**

*Prerequisite: B or higher in Math I and an A in previous science.*

*Summer Reading Required*

Honors Earth/Environmental Science offers students serious about science a more research-based, in-depth approach to earth's natural processes, including natural resources, importance of biodiversity, and potential human impacts on various natural systems. Students are encouraged to develop research skills useful for honors biology and more advanced courses. Weekly summaries of current environmental issues are required.

### **BIOLOGY (EOC Course)**

*Prerequisite: Earth/Environmental Science or Physical Science*

This course is a study of the cellular, genetic, evolutionary, and ecological levels of the living world. Students enrolled in this course will be required to take and pass the state End of Course test in Biology.

### **HONORS BIOLOGY + (EOC Course)**

*Prerequisite: B or higher in Math I and B or higher in Earth and Environmental Science*

Honors Biology covers topics typically covered in a high school biology course and prepares students for Advanced Placement Biology. Students study the structures, functions, and processes of living organisms and their interactions with the environment. Major themes include cell structure and specialization, energy and chemistry of life, genetics and evolution, diversity of life, plant systems, and ecology. Students learn complex biological concepts through engaging lecture, lab experiences, and projects.

### **PHYSICAL SCIENCE**

*Prerequisite: None*

An integration of topics from physics and chemistry and emphasis on energy and motion, electricity and magnetism waves, sound and light, the structure and properties of matter, and chemical reactions

### **CHEMISTRY**

*Prerequisite: C or higher on Math II*

Chemistry I is a study of basic principles of chemistry with emphasis on atomic structure, chemical reactions and equations, chemical analysis, environmental chemistry and laboratory practices.

### **CHEMISTRY II HONORS +**

*Prerequisite: C or higher in Chemistry I and B or higher in Math III*

Chemistry II Honors is an advanced study of chemical processes. The class is designed to give students an enhanced understanding of the concepts learned in Chemistry I. Laboratory and theoretical concepts are strongly emphasized. Studies include the development of proper laboratory skills; qualitative and quantitative experimental analyses using a myriad of laboratory techniques, and additional content in areas not emphasized in chemistry (i.e. additional organic chemistry and forensic science). Emphasized topics include gravimetric techniques, acid-base titrations, organic nomenclature, esterification, saponification, crystal structure, forensic science, polymerization, distillation, and analytical chemistry.

### **BIOLOGY II HONORS +**

*Prerequisite: B or higher in Biology and B or higher in Chemistry*

Class Availability: 11th Grade, 12th Grade

Biology II Honors is an accelerated comprehensive field and laboratory course designed to give the students a more conceptual in-depth understanding of the concepts in the *Common Core and Essential Standards* in biology. The course is designed for highly motivated students who have demonstrated an advanced level of interest, learning, and achievement in the area of science. Students are expected to work independently, as well as in small groups on a variety of assignments and accept greater responsibility for their learning. Students will complete at least one in-depth independent study of their assigned area. The curriculum will integrate inquiry and technology to explore the world of biology. Participation in dissections is required.

### **AP ENVIRONMENTAL SCIENCE +**

*Prerequisites: A in Biology, Physical Science and Earth and Environmental Science OR B or higher in Honors Biology, Honors Earth and Environmental Science, and Chemistry OR 3-course combination of these*

Summer reading required.

Class Availability: 11th Grade, 12th Grade

AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them.

### **AP BIOLOGY +**

*Prerequisites: B or higher in Biology and Chemistry*

Summer Reading required

AP Biology course is designed to be the equivalent of two semesters of college level biology. The curriculum emphasizes inquiry and four big ideas: Evolution, Energy, Information, and Interactions. Students will be required to complete online assignments weekly before class. All topics in this class are framed in an evolutionary context which is introduced through summer reading prior to class.

## **HONORS PHYSICS +**

*Prerequisites: A in Chemistry, A in Math II*

This course is a study of the more advanced aspects of the forces of motion, thermodynamics, electricity, magnetism, optics and wave theory. Laboratory practices are emphasized.

## **SOCIAL STUDIES**

### **WORLD HISTORY**

*Prerequisite: None*

This course examines the world through time, focusing on the historical development of phenomena, and the rise and fall of civilizations, and their unique contributions to humanity.

### **HONORS WORLD HISTORY +**

*Prerequisite: B or higher in previous Social Studies.*

This course covers the same material as World History, however, Honors World History is distinguished by a difference in the quality of work expected, not merely an increase in quantity.

### **AMER HISTORY: FOUNDING PRINCIPLES CIVICS & ECONOMICS**

*Prerequisite: None*

Civics and Economics according to the North Carolina Essential Standards “provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance.”

### **HONORS AMER HISTORY: FOUNDING PRINCIPLES CIVICS & ECONOMICS +**

*Prerequisite: B or higher in previous Social Studies course.*

This course covers the same material as Civics and Economics, however Honors Civics and Economics is distinguished by a difference in the quality of work expected, not merely an increase in quantity.

### **AP U.S. HISTORY +**

*Prerequisite: B or higher in All previous Social Studies Courses*

Summer Reading required

Class Availability: 11th Grade

This is a college level U.S. History course that prepares students for the AP U.S. History Exam. The course provides a survey of United States history from the colonial period to the present, with emphasis on the economic, social, and political development of the twentieth century.

### **AMERICAN HISTORY I: THE FOUNDING PRINCIPLES**

*Prerequisite: None*

This course covers American history from the European exploration of the new world to Reconstruction. Students will learn about important political and economic factors that contributed to the development of colonial America, the outbreak of the American Revolution, the establishment of political parties, America's Westward expansion, the growth of sectional conflicts that led to the Civil War, and the consequences of the Civil War, including Reconstruction.

### **HONORS AMERICAN HISTORY I: THE FOUNDING PRINCIPLES +**

*Prerequisite: B or higher in previous Social Studies course.*

This course covers the same material as American History I, however, Honors American History I is distinguished by a difference in the quality of work expected, not merely an increase in quantity.

### **AMERICAN HISTORY II**

*Prerequisite: American History I*

This course covers American history from the late 19th century until the present. Students will examine the political, economic, social, and cultural development of the United States during this time period. The desired outcome 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 in the United States in an interconnected world.

### **HONORS AMERICAN HISTORY II +**

*Prerequisite: B or higher in previous Social Studies course*

This course covers the same material as American History II, however, Honors American History II is distinguished by a difference in the quality of work expected, not merely an increase in quantity.

### **SOUTHERN APPALACHIAN HISTORY HONORS +**

Class Availability: 12<sup>th</sup> Grade

*Prerequisite: B or higher in previous Social Studies course*

This course is designed to introduce students to the history of the southern Appalachian region and its inhabitants. The course will examine the chronological history of Southern Appalachia from the 17<sup>th</sup> century to the modern era, focusing on the social, cultural, and political history of the region. In addition to discussing and analyzing major events in the region's past, the course will investigate major trends and themes which are vital to an understanding of the history of the region.



## **WORLD LANGUAGES**

### **SPANISH I**

*Prerequisite: None*

Students will learn the basic skill of the Spanish language: vocabulary, tenses, expressions, and conversation. They will be introduced to phonetics and develop skills. They will also be introduced to the Hispanic culture and an understanding of the benefits of learning a second language. **World Language teachers recommend that students who had difficulty in 8<sup>th</sup> grade English wait until their 10<sup>th</sup> grade year to enroll in Spanish.**

### **SPANISH II**

*Prerequisite: Spanish I*

Students will develop a deeper approach to the management of Spanish as a second language. They will study grammatical structures, complex phonetics and more specific vocabulary. They will learn how to apply the language in everyday situations feeling more comfortable in the use of it.

### **SPANISH II – ACCELERATED +**

*Prerequisites: Spanish I with a high B average or better, and Teacher Recommendation required*

The material covered will be the same as regular Spanish II but will be presented more in depth and at a faster pace. There is more emphasis on speaking, individual development and performance. Students taking this course generally continue on to Spanish III.

### **SPANISH III HONORS +**

*Prerequisites: C or higher in Spanish II*

Students will study the language in terms of developing a better comprehension of the Hispanic culture. They will continue expanding the vocabulary, the use of the language, and idiomatic expressions through the reading of more in depth texts. There is a strong emphasis on geography and culture in Spanish.

### **SPANISH IV HONORS +**

*Prerequisite: Spanish III*

Students will develop a better command of the language through conversations and the analysis of books, magazines, videos, tapes, slides, articles, newspapers, etc. This course will enable students to learn more about cultural situations and ways of life of the Hispanic culture and history. There is also emphasis on cultural comparisons and cross-cultural activities.

### **FRENCH I**

*Prerequisite: None*

Level I students begin to develop listening and speaking skills and to create a vocabulary and grammar base for their cultural studies. Reading and writing will be gradually increased throughout the year. Students will become familiar with the culture of the Francophone world. **World Language teachers recommend that students who had difficulty in 8<sup>th</sup> grade English wait until their 10<sup>th</sup> grade year to enroll in French.**

### **FRENCH II**

*Prerequisite: French I*

Level II students intensify their listening and speaking practices while continuing reading, writing and cultural exploration and development of grammar and vocabulary. Students should become more comfortable expressing themselves in French.

### **FRENCH III HONORS +**

*Prerequisite: C or higher in French II*

Level III students deepen their conversation and composition while continuing reading, grammar, and cultural studies. Vocabulary is greatly expanded through the analysis of primary sources such as magazines, newspapers, films, slides, etc.

### **FRENCH IV HONORS +**

*Prerequisite: French III*

Level IV students continue development of oral skills, reading, grammar, and cultural studies. The objective is to develop comprehension and fluency of expression in active communication involving a variety of sources, topics, and structures.

## **HEALTH/PHYSICAL EDUCATION**

### **HEALTH/PE**

The purpose of Health and Physical Education is to provide appropriate instruction for building a healthy body, mind, and character in each student. Dress out is required. Health and PE are provided on alternate weeks.

### **PHYS ED (Team Sports)**

Class Availability: 10th, 11th, & 12th Grade

Class is designed for individuals enjoying the thrill of competition in team sports. Team Sports will include volleyball, soccer, basketball, softball, flag football, floor hockey, and team handball. Dress out is required.

### **PHYSICAL FITNESS I**

Class Availability: 10th, 11th, & 12th Grade

Class is designed for students to use decision making processes to select appropriate physical activities to achieve fitness, demonstrate understanding of the training and skill work necessary to improve fitness and enhance individual, family and community health.

**PHYS ED (Weights– BOYS)**

Class Availability: 10<sup>th</sup>-12<sup>th</sup> Grade Boys Only - Development of muscular strength and endurance, flexibility and agility. Dress-out required.

**PHYS ED (Weights– GIRLS)**

Class Availability: 10<sup>th</sup> - 12<sup>th</sup> Grade Girls Only - Development of muscular strength and endurance, flexibility and agility. Dress-out required.

**ON COURT STRENGTH TRAINING**

*Teacher recommendation & participation in a court sport required*

Class Availability: 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup> Grade

Course is designed to develop a stronger, more explosive player by utilizing proper court specific movements, agility drills, core and muscular strength exercises. Course will also teach students how to decrease risk of injuries and proper nutrition.

**ATHLETIC CONDITIONING**

*Teacher recommendation & participation in a sport required.*

This course is designed to improve strength, quickness, flexibility, agility, and general athletic ability. Students will do a regiment of weight lifting to improve strength and range of motion. The class will also include stretching and warmup exercises for prevention of injuries. Agility and flexibility drills will also be included to improve coordination, jumping ability and overall athleticism.

**MUSIC****BAND (Beginning) - Concert Band**

*Prerequisite: Recommendation of Placement Committee*

Class Availability: 9<sup>th</sup> - 12<sup>th</sup> Grade

**Credit: 2 Units Fall and Spring Recommended**

Performance oriented class consisting of concerts throughout the school year. The focus will be on developing group and individual fundamentals of music. Marching Band is not required but highly recommended

**BAND (Intermediate) - Symphony Band**

*Prerequisite: Recommendation of Placement Committee*

Class Availability: 9<sup>th</sup> - 12<sup>th</sup> Grade

**Credit: 2 Units Fall and Spring recommended / Honors Credit Available Spring Semester Only**

Performance oriented class consisting of concerts throughout the school year. The focus will be on developing group and individual fundamentals of music. Marching Band is not required but highly recommended

**BAND (Intermediate) - Percussion**

*Prerequisite: Recommendation of Placement Committee*

Class Availability: 9<sup>th</sup> - 12<sup>th</sup> grade

**Credit: 2 Units Fall and Spring Recommended**

Performance oriented class consisting of concerts throughout the school year. The focus will be on developing group and individual fundamentals of music. Marching Band is not required but highly recommended

**VOCAL MUSIC (Beginning) – Beginning Concert Choir (Fall Only)**

Class Availability: 9<sup>th</sup> - 12<sup>th</sup> Grade Males and 10<sup>th</sup>-12<sup>th</sup> Grade Females (9<sup>th</sup> Grade females enroll in Women's Chorale)

This class is a beginner level performance-based course available to students with limited or no choral experience. Emphasis is placed on developing the singing voice and learning basic fundamentals of choral music and performance habits. Please note: students are required to sing out loud in class and participate in a fall and winter concert.

**VOCAL MUSIC (Beginning) – Women's Chorale (Fall & Spring)**

Class Availability: 9<sup>th</sup> -12<sup>th</sup> Grade Females

This class is a non-auditioned performing female choir available in both the fall and spring to 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> Grade females. Students prepare music for and participate in two public concerts over the course of the semester, as well as competing in the state concert festival at Brevard College (spring course only). Emphasis is placed on development of the female singing voice and choral music appreciation.

**VOCAL MUSIC (Intermediate) – Concert Choir (Spring only)**

*Prerequisite: Successful completion of Vocal Music Beginning and/or teacher recommendation*

Class Availability: 9<sup>th</sup>– 12<sup>th</sup> Grade Males & 10<sup>th</sup> – 12<sup>th</sup> Grade Females

This class is a non-auditioned performing mixed choir available in the spring semester. Students participate in two concerts/semester as well as compete in the state concert festival at Brevard College. Emphasis will be placed on group as well as individual performance.

(\*The following **Summit** courses are available both semesters. Summit students are expected to enroll in both a fall and spring Summit course. All three of the following courses should meet during the same class meeting time.\*)

### **VOCAL MUSIC (Intermediate) – Summit (Fall and Spring)**

*Prerequisite:* Audition. Successful completion of Vocal Music Beginning and/or teacher recommendation

Class Availability: 10<sup>th</sup> – 12<sup>th</sup> Grade Males and Females

All Summit students are required to successfully complete at least one semester of Summit Intermediate before being considered for Summit Vocal Music Proficient. Premiere ensemble that combines the movement of dance and singing to perform literature from various selected eras and genres of music history. This yearlong choir is responsible for both the Broadway Show in fall and the Country and Western Show in the spring. Summit also performs in all seasonal concerts and regularly competes at both the state and national levels.

### **VOCAL MUSIC (Proficient) – Summit (Fall and Spring)**

*Prerequisite:* Audition. Successful completion of Vocal Music Intermediate and/or teacher recommendation

Class Availability: 11<sup>th</sup> – 12<sup>th</sup> Grade Males and Females

All Summit students are required to successfully complete at least one semester of Summit Intermediate before being considered for Summit Vocal Music Proficient. Premiere ensemble that combines the movement of dance and singing to perform literature from various selected eras and genres of music history. This yearlong choir is responsible for both the Broadway Show in fall and the Country and Western Show in the spring. Summit also performs in all seasonal concerts and regularly competes at both the state and national levels. Proficient-level students will prepare extra music for state and/or regional festivals and/or auditions.

### **VOCAL MUSIC (Advanced) – Summit (Fall and Spring)**

*Prerequisite:* Audition. Successful completion of Vocal Music Proficient and/or teacher recommendation

Class Availability: 12<sup>th</sup> Grade Males and Females

Premiere chamber and show choir at Tuscola. The yearlong honors-level choir is responsible for both the Broadway Show in fall and the Country and Western Show in the spring. Summit also performs in all seasonal concerts and regularly competes at both the state and national levels. Advanced-level students will take on extra leadership roles within the ensemble and prepare extra music for state and/or regional festivals and/or auditions.

## **ART**

### **VISUAL ARTS (Beginning)**

The course is divided into six units containing design, drawing, painting, printmaking, sculpture, and art history. The course consists of 75% studio work and 25% (art history, art criticism and art aesthetics). History curriculum will cover Western Art from prehistoric -15,000BC to Impressionism – 1850's.

### **VISUAL ARTS (Intermediate)**

*Prerequisite:* Visual Arts (Beginning)

This course is designed specifically for students interested in pursuing an art-based career. The course consists of advanced instruction in 6 units containing design, drawing, painting, printmaking, sculpture and art history. The course consists of 75% studio work and 25% (art history, art criticism and art aesthetics). History curriculum will cover Impressionism-1850's to Contemporary-1995.

### **VISUAL ARTS (Proficient)**

*Prerequisite:* B or higher in Visual Arts (Intermediate)

This is an advanced course that involves more in-depth knowledge of art processes, techniques, art media, history and evaluation. Visual Arts Proficient (VAP) is for students interested in pursuing a career in art related fields. The course emphasizes problem solving, portfolio development and strengthens the student's knowledge of art history, vocabulary and ability to create art. The course is divided into six units containing design, drawing, painting, printmaking, sculpture and art history. The course consists of 75% studio work and 25% (art history, art criticism and art aesthetics). History curriculum will cover Renaissance-1400, Impressionism/Post Impressionism Works-1850's.

### **VISUAL ARTS (Advanced)**

*Prerequisites:* B or higher in Visual Arts (Proficient)

The course is designed for students who are pursuing a career in art. The course is a mirror image of Visual Arts Proficient, except students are required to problem solve, produce works of art and demonstrate a greater mastery of skills than Visual Arts Proficient. Students will be required to work towards a portfolio of their work and a senior exhibition. The course is divided into 6 units containing design, drawing, painting, printmaking, sculpture and art history. The course consists of 75% studio and 25% (art history, art criticism and art aesthetics). History curriculum will focus on Contemporary-1950 to Present Works-1995 and a more detailed exploration of Renaissance-1400, Impressionism/Post Impressionism Works-1850's.

## **CAREER and TECHNICAL EDUCATION**

**\*Class is a completer in a CTE Cluster**

### **AGRICULTURE/HORTICULTURE**

#### **AGRISCIENCE APPLICATIONS**

Class Availability: 9th & 10th Grade

FFA Membership Dues: \$12.00

Instruction integrates basic biological and physical sciences and technological concepts with principles of production agriculture with specific focus on environmental and engineering technology, plant, animal and food sciences and agribusiness.

#### **AGRICULTURAL PRODUCTION I**

Class Availability: 9th – 12th Grade

FFA Membership Dues: \$12.00

Instruction focuses on the basic scientific principles and processes, which are involved in the production of plants and animals in agricultural occupations. Units of instruction include leadership, supervised agricultural experience, business management, forestry/wildlife management, agricultural mechanics, plant, soil and animal science.

#### **AGRICULTURAL MECHANICS I**

*Prerequisite: Completion of Agriscience Applications recommended*

Class Availability: 10th & 11th Grade

FFA Membership Dues: \$12.00

This course provides instruction to develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of the course is to prepare students to handle the day-to-day problems, accidents, and repairs they may encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete and carpentry, basic welding and leadership development.

#### **\*AGRICULTURAL MECHANICS II - GENERAL**

*Prerequisite: Agricultural Mechanics I*

Class Availability: 11th & 12th Grade

FFA Membership Dues: \$12.00

Expands concepts covered in Agricultural Mechanics I. Units of instructions include leadership development, safety, metal fabrication, agricultural power, plumbing, agricultural construction, and fencing. Instruction is heavily oriented to design and construction of agricultural related projects.

#### **\*AGRICULTURAL MECHANICS II – SMALL ENGINES**

*Prerequisite: Agricultural Mechanics I*

Class Availability: 10th – 12th Grade

This course provides hands-on instruction and emphasizing small engines systems including the compression, fuel, electrical, cooling and lubrication systems. Troubleshooting methods are emphasized. Students learn how to select engines for specific applications. Materials are covered to prepare students for the Master Service Technician Exam. Safety skills are emphasized. English Language Arts, Mathematics, and Science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **ENVIRONMENTAL AND NATURAL RESOURCES I**

Class Availability: 9th - 12th Grade

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. Skills in biology and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, field trips, shadowing, and supervised agricultural experience.

Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

#### **HORTICULTURE I**

Class Availability: 9th - 11th Grade

FFA Membership Dues: \$12.00

Instruction focuses on the broad field of horticulture, including the study of the basic scientific principles of plant science including vegetables and ornamental landscaping plants. Also units of plant propagation will be taught in the greenhouse. Students gain hands-on experience in growing and caring for plants which are then sold at the spring greenhouse sale. Horticulture students are encouraged to join FFA.

## **\*HORTICULTURE II**

*Prerequisite: Horticulture I*

Class Availability: 10th – 12th Grade

FFA Membership Dues: \$12.00

Instruction focuses on the knowledge and skills developed in Horticulture I. Topics include bedding, plant production, watering systems, light effects, lawn & turf grass management, career planning, leadership and personal development. Skills in biology, chemistry and algebra are reinforced. Horticulture students are encouraged to join FFA.

## **\*HORTICULTURE II: LANDSCAPE**

*Prerequisites: Horticulture I and II*

Class Availability: 10th – 12th Grade

FFA Membership Dues: \$12.00

**This is an intense course.** Landscape Construction and Maintenance provides hands on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Landscape Contractors' Association skill standards for a Certified Landscape Technician. 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 topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Opportunities exist for students to conduct internships or apprenticeships as landscape technicians. This is an agricultural education advanced studies class. Horticulture students are encouraged to join FFA.

## **BUSINESS TECHNOLOGIES**

### **PRINCIPLES OF BUSINESS AND FINANCE**

Class Availability: 9th - 12th Grade

This is an introductory course covering principles and concepts that will be the foundation for future study of business and management of work projects. Students will work daily on hands-on projects. Topics include how to budget, save for the future, understanding the stock market, using a checking account, avoiding credit card debt, global studies, insurance and much more.

### **PERSONAL FINANCE**

Class Availability: 9th - 12th Grade

This course prepares students to plan for their own financial future; understand economic activities and challenges of individuals; see how simple saving habits can lead to becoming wealthy; understand the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students will understand consumer rights, responsibilities, protect personal and family resources; and apply procedures for managing personal finances.

### **MICROSOFT WORD AND POWERPOINT**

Class Availability: 9th - 12th Grade

In the first part of the class, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part of the class, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. This course can help prepare students for the Microsoft Office Specialist (MOS) certification in Word and/or PowerPoint.

### **MICROSOFT EXCEL AND ACCESS**

Class Availability: 9th – 12th Grade

The first part of the class is designed to help students use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. This course can help prepare students for the Microsoft Office Specialist (MOS) certification in Excel and/or Access.

### **\*MULTIMEDIA & WEBPAGE DESIGN**

*Prerequisite: Microsoft Word and PowerPoint course completion.*

Class Availability: 9th – 12th Grade

This course focuses on desktop publishing, graphic image design, computer animation, multimedia production and webpage design. Students will be introduced to Multimedia for web and print. Students will learn to enhance and manipulate digital photographs and images to design multimedia projects. Students will learn time based media including audio and video production. Students will learn motion based programming to create multimedia animation using Adobe Flash. Students will design websites using text editors with HTML and CSS markup language and Adobe Dreamweaver software. Students will learn using the Adobe Creative Cloud software including Adobe Photoshop, Illustrator, InDesign, Flash, Audition and Dreamweaver.

## **\*ENTREPRENEURSHIP I**

*Prerequisite: Principles of Business or Personal Finance*

Class Availability: 10th – 12th Grade

Small business accounts for 90% of the growth in our economy! Nearly every college has introduced Entrepreneurship as an objective in every curriculum. Make sure you are prepared by taking Entrepreneurship. In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will use software to develop components of a business plan and evaluate startup requirements. Students will take field trips to see how small businesses operate in our community. Students will also participate in running a school-based business. Join the hands on fun!

## **HEALTH OCCUPATIONS**

### **HEALTH TEAM RELATIONS**

Class Availability: 9th & 10th Grade

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standard and workplace readiness skills to authentic experiences.

### **BIOMEDICAL TECHNOLOGY I**

Class Availability: 9th – 12th Grade

This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **\*BIOMEDICAL TECHNOLOGY II**

*Prerequisite: Biomedical Technology I*

Class Availability: 10th -12th

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English, Language Arts, and Science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

### **HEALTH SCIENCE I**

Class Availability: 10th – 12th Grade

This course is designed as a basic anatomy and physiology course for students interested in pursuing a health care career. Included is the human body in health and disease, biochemistry, medical terminology, communication skills and career information. HS I is a prerequisite for HS II. Seniors may only sign up for this course if they plan to take the second level as well.

### **\*HEALTH SCIENCE II**

*Prerequisite: Health Science I*

Class Availability: 10th – 12th Grade

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **NURSING FUNDAMENTALS**

*Prerequisite: Health Science II*

Class Availability: 12th Grade

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI

Registry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area.

## **FAMILY AND CONSUMER SCIENCE**

### **PRINCIPLES OF FAMILY AND HUMAN SERVICES (Formerly “Teen Living”)**

Prerequisite: None

Class Availability: 9th – 10th Grade

This course examines the diversity of 21<sup>st</sup> century families, workplaces and communities as well as health literacy skills, food management, financial literacy, and living environments to provide a foundation with which to help students achieve optimal quality of life. Secondly, this course introduces students to human, family, and community development theories to understand how individuals function in a complex environment. Finally, students will explore careers within the human services field and focus on professional development skills like career planning, resume writing, and interviewing. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course.

### **FOODS & NUTRITION**

Class Availability: 9th – 11th Grade

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

### **\*FOODS II**

*Prerequisite: Foods I*

Class Availability: 10th – 12th Grade

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science 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. Go to <http://www.servsafe.com/> for Information on the student credentialing program and testing information.

### **APPAREL AND TEXTILE PRODUCTION I**

Class Availability: 9th – 11th Grade

This course examines clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Skills in art, communication, mathematics, science, and technology are reinforced in this course. Students are responsible throughout the year for purchasing their supplies for projects.

### **\*APPAREL AND TEXTILE PRODUCTION II**

*Prerequisite: Apparel I*

Class Availability: 10th – 12th Grade

This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel product. A real or simulated business apparel enterprise allows students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop portfolio skills in science, mathematics, management, communication, and teamwork are reinforced in this course. Students are responsible throughout the year for purchasing their supplies for projects.

### **PARENTING & CHILD DEVELOPMENT**

Class Availability: 9th – 12th Grade

This course introduces students to responsible nurturing and basic applications of child development theory. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on the parent's responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management, and problem solving are reinforced in this course. Students learn about career opportunities that involve working with children.

## **FASHION MERCHANDISING**

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. The topics of study include the fundamentals of fashion, fashion merchandising, forecasting of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for the retail of fashion at the entry level of work or post-secondary education. English, mathematics, social studies, and technology are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and 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.

## **INTERIOR DESIGN I**

Class Availability: 9th – 11th Grade

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family Career 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.

## **\*INTERIOR DESIGN II**

*Prerequisite: Interior Design I*

Class Availability: 10th – 12th Grade

This course focuses on understanding the world of work in the interior design industry. Students will investigate such topics as career development; design fundamentals and theory. 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.

## **FAMILY AND CONSUMER SCIENCES ADVANCED STUDIES**

### **Must designate Foods, Apparel and Textile Production or Interior Design**

*Prerequisite: Two technical credits in Family and Consumer Sciences, (Apparel I and II, Foods I and II or Interior Design I and II)*

Class Availability: 12th Grade

This culminating course is for seniors who are career-focused in the apparel design, community and family services, culinary arts and hospitality, food science, dietetics and nutrition, or interior design career areas. The three parts of the course include a research paper, a product and a presentation. Students demonstrate their abilities to write, speak, solve problems, and to use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel.

## **TRADES AND INDUSTRY**

### **INTRODUCTION TO TRADE AND INDUSTRY**

Class Availability: 9th Grade

This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning. English language arts are reinforced. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students in this course will rotate between three T & I programs and instructors.

### **COMPUTER ENGINEERING TECH I**

Class Availability: 9th – 11th Grade

This course includes the skills required for installing and maintaining hardware. It includes objectives in the following five domains: 1) PC Hardware 2) Networking 3) Laptops 4) Printers 5) Operational Procedures.

### **\*COMPUTER ENGINEERING TECH II**

*Prerequisite: CET I*

Class Availability: 10th – 12th Grade

This course includes operating systems and troubleshooting. It includes the following domains: 1) Operating Systems 2) Security 3) Mobile Devices 4) Troubleshooting. This is a hands-on and lecture course.



## **DRAFTING I**

Class Availability: 9th – 11th Grade

This course introduces students to simple and complex graphic tools used to understand ideas and concepts found in the area of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, sketching, geometry, computer aided drafting (CAD), orthographic projection, and 3-D modeling. Students will draw technical/mechanical parts with pencil and paper and later, AutoCAD and inventor (drafting software). Students will also become familiar with product design strategies and build models.

## **\*DRAFTING ARCHITECTURE II**

*Prerequisite: Drafting I*

Class Availability: 10th - 12th Grade

This course focuses on the principles, concepts and tools used in the field of architecture, structural systems and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, elevation drawings, electrical plans and 3-D modeling. More than fifty percent of class time is devoted to actual student work using drafting equipment.

## **DRAFTING ARCHITECTURE III**

*Prerequisite: Drafting Architecture II*

Class Availability: 11th & 12th Grade

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of CAD tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and kitchens. The history of architectural styles will also be explored and more than fifty percent of class time is devoted to actual student work using drafting equipment.

## **\*DRAFTING ENGINEERING II**

*Prerequisite: Drafting I*

Class Availability: 10th – 12th Grade

This course focuses on engineering graphics introducing the student to symbol libraries, industry standards and sectioning techniques. AutoCAD and Inventor (computer aided drafting software) will be used to create 3D models, sectional views and auxiliary views. Other topics include manufacturing processes, pattern development and dimensioning and tolerancing.

## **CORE AND SUSTAINABLE CONSTRUCTION**

Class Availability: 9th & 10th Grade

This course provides students a hands-on introduction to the construction industry. The course content includes: basic safety, introduction to construction math, hand tools, power tools, blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment". Students will be challenged to learn in a hands-on environment. Assessment is often performance/project based. **This is a required class before taking Masonry I.**

## **MASONRY I**

*Prerequisite: Core and Sustainable Construction*

Class Availability: 9th – 11th Grade

This course is designed to give practical hands on experience in basic masonry skills. Students will learn safety, use of hand and power tools, blueprint reading, and provide a solid foundation for a career in the construction industry.

## **\*MASONRY II**

*Prerequisite: Masonry I*

Class Availability: 10th – 12th Grade

Masonry II students will continue to build on their skills as a mason learning job layout, estimating, leadership, and advanced laying techniques. A majority of the class will be spent on jobsites around the community and school. Students will also have an opportunity to become certified in the OSHA 10 hour construction industry course

## **MASONRY III / CTE Advanced Studies Masonry**

*Prerequisite: Masonry II*

Class Availability: 11th & 12th Grade

This course provides advanced skills, leadership development, and the preparation of technical presentations. Topics include constructing composite walls, steps, arches, lattice walls, sidewalks, brick and concrete pavers, window sills, chimneys, and fireplaces. Skills in safety, mathematics, reading, problem solving and employability skills are reinforced in this course.

## **WELDING TECH I**

Class Availability: 10th & 11th Grade

This is an introductory course in industrial and construction welding, including the nature of and opportunities in the welding industry. Freshmen may take this course only if enrolled in Intro to IT & I in the Fall semester and Welding I in the Spring.

## **\*WELDING TECH II**

*Prerequisite: Welding I*

Class Availability: 10th – 12th Grade

This course will have specific instruction given in metal fabrication and welding, oxygen acetylene welding, arc welding, and welding inspections and testing.

### **WELDING TECH III**

*Prerequisite: Welding II*

Class Availability: 11th – 12th Grade

This course stresses practical application of advanced welding, cutting, inspection, testing, blueprint reading, and fabrication techniques. Topics include measuring and layout tools, blueprints, SMAW, GMAW, FCAW, GTAW, and weld inspection and testing. Skills in leadership, safety, thinking, and planning are reinforced in this course.

## **ROTC**

### **AIR FORCE JUNIOR ROTC**

AFJROTC students are referred to as “cadets” and must wear the Air Force JROTC uniform on one school day per week, according to Air Force standards. Students and their parents/guardians must agree and sign a contract stating willingness to comply with Air Force grooming standards and wearing of the uniform, along with a hand receipt agreeing to replace the uniform items if lost or damaged through abuse or neglect.

#### **ROTC I**

ROTC I is the introductory course to Air Force Junior ROTC and is a prerequisite for all following courses. All cadets must successfully pass this course and be recommended by the Senior Aerospace Science Instructor to take additional courses in AFJROTC. Prior to the beginning of curriculum academics, all students will receive a review on time management, academic study skills and personal motivation. ROTC I is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). The AS portion will cover one of the following: (1) aviation history from 2000 BC through the present day, including current uses and applications of airpower; (2) the science of flight, including the aerospace environment and human requirements of flight, as well as basic aerodynamics and navigation; (3) astronomy and exploration of space; or (4) aerospace policy and organization, survival fundamentals, or global and cultural studies. The LE portion will begin with the history of AFJROTC and progress through Air Force customs and courtesies, traditions, drill and ceremonies, military rank structure, personal ethics, attitudes and values, US flag customs and courtesies, and selected topics on U.S. citizenship. Other LE topics may include the following: (1) communication skills, individual behavior and group problem solving; (2) life skills, including how to begin post-high school job searches; college preparation, scholarship resources, and financial planning; a survey of fundamental practical legal and citizenship knowledge required after high school including contracts, wills, leases, warranties, voting and jury duty; or (3) principles of management. Sequencing of AS and LE academics may be modified within established AFJROTC curriculum policy guidelines to accommodate ROTC I through ROTC IV class scheduling constraints. Wednesday classes will typically be devoted to uniform inspection, drill & ceremonies. Friday classes will be devoted to health and wellness to include physical training (PT).

#### **ROTC II**

*Prerequisite: Completion of ROTC I*

ROTC II is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). See the course description for ROTC I for a complete description of AS and LE components. Sequencing of AS and LE academics may be modified within established AFJROTC curriculum policy guidelines to accommodate ROTC I through ROTC IV class scheduling constraints. Wednesday classes will typically be devoted to uniform inspection, drill and ceremonies. Friday classes will be devoted to health and wellness to include physical fitness training (PT). ROTC I, II, III, and IV cadets typically spend much time together in the same classroom in order to provide upper-class cadets with the opportunity to develop their leadership and mentoring skills by leading younger and/or inexperienced cadets.

#### **ROTC III**

*Prerequisite: Completion of ROTC I & II*

ROTC III is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). See the course description for ROTC I for a complete description of AS and LE components. Sequencing of AS and LE academics may be modified within established AFJROTC curriculum policy guidelines to accommodate ROTC I through ROTC IV class scheduling constraints. Wednesday classes will typically be devoted to uniform inspection, drill and ceremonies. Friday classes will be devoted to health and wellness to include physical fitness training (PT). ROTC I, II, III, and IV cadets typically spend much time together in the same classroom in order to provide upper-class cadets with the opportunity to develop their leadership and mentoring skills by leading younger and/or inexperienced cadets.

#### **ROTC IV\***

Credit: 1 Unit

*Prerequisite: Completion of ROTC I, II, & III*

ROTC IV represents the capstone course in the AFJROTC curriculum. ROTC IV is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). See the course description for ROTC I for a complete description of AS and LE components. Sequencing of AS and LE academics may be modified within established AFJROTC curriculum policy guidelines to accommodate ROTC I through ROTC IV class scheduling constraints. ROTC IV may also include Corps Management: hands-on cadet corps leadership and management (Cadet Corps staff only). Cadets serving on cadet corps staff will utilize the leadership skills they have mastered through previous AFJROTC courses to lead, manage, and operate the cadet corps and conduct training of under-class cadets. Wednesday classes will typically be devoted to uniform inspection, drill and ceremonies. Friday classes will be devoted to health and wellness to include physical fitness training (PT). ROTC I, II, III, and IV cadets typically spend much time together in the same classroom in order to provide upper-class cadets with the opportunity to develop their leadership and mentoring skills by leading younger and/or inexperienced cadets.

## **MISCELLANEOUS**

### **LIBRARY/MEDIA ASSISTANT**

Class Availability: 11th and 12th Grade

In this class, students must assume the duties of assistant to the Media Coordinator/School Librarian. Their primary assignment is to man the circulation desk, answer the telephone, and work daily to maintain a neat and appealing atmosphere in the library media center. Duties may include helping patrons with operation of the copier and laminating machine, cleaning and dusting, shelving media, operating equipment, processing new media, and recommending books. Above all, an applicant must be trustworthy, reliable, and an independent worker.

### **ANNUAL PUBLICATIONS I & II**

Class Availability: 10th, 11th, & 12th Grade

Students in this course will publish the school yearbook, The Mountaineer. This course will focus on the fundamentals of journalism and digital photography. Staff members will be responsible for planning, writing, editing, interviewing, selling yearbooks and advertisements, using a variety of desktop publishing software (Adobe InDesign and Adobe Photoshop), operating a digital camera and scanning. Emphasis will be placed on writing, learning to use software, operating photographic equipment and meeting ongoing deadlines.

## **ENRICHMENT ELECTIVES**

### **PEER HELPING**

Class Availability: 11th Grade, 12th Grade

*Prerequisites: Permission of Assistant Principal through application and selection process*

Students in this course will work to provide a variety of services to their peers and to the school staff. Students will be assigned to the main office or guidance office at Tuscola and will provide a variety of services tailored to their individual area of assignment. This class earns a student one pass/fail elective credit.

### **PEER TUTORING**

Class Availability: 11th Grade, 12th Grade

*Prerequisites: Permission of Assistant Principal through application and selection process*

Students in this course will be assigned as an aide to Special Education classrooms. Peer helpers must be reliable, independent, and able to work well with handicapped peers. This class earns a student one pass/fail elective credit.

## **HAYWOOD COMMUNITY COLLEGE CLASSES**

### **AUTOMOTIVE TECHNOLOGY I (HCC)**

Class Availability: 11th Grade & 12th grade Credit: 3  
units/1 semester

#### **TRN-110 Introduction to Transport Technology (2 HCC Credit Hours)**

#### **TRN-120 Basic Transportation Electricity (5 HCC Credit Hours)**

This course is taught by a HCC instructor on HCC's campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in two different HCC automotive system technology courses, listed below, earning both high school and college credit. Students successfully completing all Automotive Technology I and II courses will earn a certificate in Automotive Systems Technology from Haywood Community College.

### **AUTOMOTIVE TECHNOLOGY II (HCC)**

Class Availability: 11th Grade & 12th Grade Credit: 2  
units/1 semester

#### **AUT-151 Brake Systems (3 HCC Credit Hours)**

#### **AUT-181 Engine Performance I (3 HCC Credit Hours)**

Prerequisite: Automotive Technology I

This course is taught by a HCC instructor on HCC's campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in two different HCC automotive system technology courses, listed below, earning both high school and college credit. Students successfully completing all Automotive Technology I and II courses will earn a certificate in Automotive Systems Technology from Haywood Community College.

### **AUTOMOTIVE REPAIR I (HCC)**

Class Availability: 11th Grade & 12th Grade (fall semester) Credit: 2  
units/1 semester

#### **AUB-111 Painting & Refinishing I (4 HCC Credit Hours)**

#### **AUB-114 Special Finishes (2 HCC Credit Hours)**

This course is taught by a HCC instructor on HCC's campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in two different HCC collision repair & refinishing technology courses, listed below, earning both high school and college credit.

**AUTOMOTIVE REPAIR II (HCC)**

Class Availability: 11th Grade, 12th Grade (spring semester)

Prerequisite: Automotive Repair I

**AUB-121 Non-Structural Damage I (3 HCC Credit Hours)**

**AUB-131 Structural Damage I (4 HCC Credit Hours)**

Credit: 2 units/1 semester

This course is taught by a HCC instructor on HCC's campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in two different HCC collision repair & refinishing technology courses, listed below, earning both high school and college credit.

**Metals I (HCC)**

Taught at HCC's Regional High Tech Center Class

Availability: 11<sup>th</sup> Grade – 12<sup>th</sup> Grade Credit: 4

units/1 semester

**MAC-114 Intro to Metrology (2 HCC Credit Hours)**

**MAC-171 Measure/Material & Safety (1 HCC Credit Hour)**

**MAC-172 Job Plan, Bench & Layout (1 HCC Credit Hour)**

**MAC-173 Manual Milling/Drilling (2 HCC Credit Hours)**

This course is taught by a HCC instructor on HCC's Region High Tech Center campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in four different HCC computer-integrated machining courses, listed below, earning both high school and college credit.

**Metals II (HCC)**

Taught at HCC's Regional High Tech Center

Class Availability: 11th Grade – 12th Grade Credit: 4

units/1 semester

**MAC-174 Manual Turning (2 HCC Credit Hours)**

**BPR-111 Print Reading (2 HCC Credit Hours)**

**MAC-151 Machining Calculations (2 HCC Credit Hours) ISC-112**

**Industrial Safety (2 HCC Credit Hours)**

This course is taught by a HCC instructor on HCC's Region High Tech Center campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in four different HCC computer-integrated machining courses, listed below, earning both high school and college credit.

**Electronics I (HCC)**

**YEAR LONG– Taught at HCC – (1:55 – 3:05)**

Class Availability: 11th Grade – 12th Grade

Credit: 3 units/2 semesters

**ELC-131 Circuit Analysis I (4 HCC Credit Hours)**

**ELC-131A Circuit Analysis I Lab (1 HCC Credit Hour)**

**ELN-131 Analog Electronics I (4 HCC Credit Hours)**

This yearlong course is taught by a HCC instructor on HCC's Regional High Tech Center campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in three different HCC electronics engineering technology courses, listed below, earning both high school and college credit.

**CRIMINAL JUSTICE I**

Class Availability: 11th Grade – 12th Grade – **ONLINE (fall semester)**

Credit: 2 units/1 semester

Prerequisite: 3.0 GPA or higher or Principal's approval

This course is taught by a HCC instructor online. Students are schedule to take the course in Tuscola High School's online computer lab.

This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC criminal justice technology courses, listed below, earning both high school and college credit. Students successfully completing all Criminal Justice I and II courses will earn a certificate in Criminal Justice Technology I & II from Haywood Community College.

**CRIMINAL JUSTICE II**

Class Availability: 11th Grade – 12th Grade –**ONLINE (spring semester)**

(Criminology/Law Enforcement Operations) Credit: 2

units/1 semester

Prerequisite: Criminal Justice I

This course is taught by a HCC instructor online or at HCC. Students are schedule to take the course in Tuscola High School's online computer lab. This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC criminal justice technology courses, listed below, earning both high school and college credit. Students successfully completing all Criminal Justice I and II courses will earn a certificate in Criminal Justice Technology I & II from Haywood Community College.

### **CRIMINAL JUSTICE III**

Class Availability: 12th Grade – **ONLINE (fall semester)**

Credit: 2 units/1 semester Prerequisite:

Criminal Justice II

This course is taught by a HCC instructor online. Students are schedule to take the course in Tuscola High School's online computer lab. This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC criminal justice technology courses, listed below, earning both high school and college credit. Students successfully completing all Criminal Justice III and IV courses will earn a certificate in Criminal Justice Technology III & IV from Haywood Community College.

### **CRIMINAL JUSTICE IV**

Class Availability: 12th Grade – **ONLINE (spring semester)**

Credit: 2 units/1 semester Prerequisite:

Criminal Justice III

This course is taught by a HCC instructor online. Students are schedule to take the course in Tuscola High School's online computer lab. This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC criminal justice technology courses, listed below, earning both high school and college credit. Students successfully completing all Criminal Justice III and IV courses will earn a certificate in Criminal Justice Technology III & IV from Haywood Community College.

***Early Childhood Education I and II** courses are presented online. Please be aware that online courses do require a level of familiarity and comfort with technology as well an expectation that students be self-motivated and organized. Since the teacher is not on Tuscola's campus, students will be expected to communicate effectively with the HCC instructor via text, email, or Moodle. While tuition for these courses is waived for high school students who meet the eligibility requirements, they are still responsible for purchasing any required text books. Students who successfully complete all HCC courses in Early Childhood Education I-III will earn a certificate in Early Childhood Education from Haywood Community College. Students must demonstrate college readiness in reading and English on an approved placement test prior to enrolling in these courses.*

### **Early Childhood Education I**

Class Availability: 11th-12th Grade – **ONLINE**

Credit: 2 units/1 semester

**EDU-119 Intro to Early Childhood Education (4 HCC Credit Hours)**

**Co-requisite: ACA-115**

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans.

### **ACA-115 Success & Study Skills (1 HCC Credit Hours)**

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

### **Early Childhood Education II**

Class Availability: 11th & 12th Grade – **ONLINE**

Credit: 2 units/1 semester

Prerequisite: Early Childhood Education I

**EDU-144 Child Development I (3 HCC Credit Hours)**

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

### **EDU-146 Child Guidance (3 HCC Credit Hours)**

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self-control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.

## **HCC: College Transfer Opportunities:**

*Eligibility for these courses includes a minimum high school GPA of 3.0,  
Minimum test scores (see below), and principal permission.*

TEST	PLAN	PSAT	Accuplacer (at HCC)
ENGLISH	15	45	166+ Reading & Sentence Skills
READING	18	47	
MATHEMATICS	19	47	7+ on all portions of Math NCDAP

SAT		ACT	
English	500	English	18
Critical Reading	500	Reading	22
Mathematics	500	Mathematics	22

These courses are offered online (students meet in the online computer lab at Tuscola) **and/or** on HCC's campus.

- While tuition for these courses is waived for high school students who meet the eligibility requirements, they are still responsible for purchasing any required text books.
- Students who take courses online are reminded that they must be self-motivated and organized, they will be expected to be able to use the required technology to download information and upload work, and they will be expected to communicate with the HCC instructor (not a THS faculty member) effectively via text, email, or Moodle.
- Students who take the courses on HCC's campus are reminded that they are responsible for providing their own transportation, for attending class daily, and arriving on time (course credit is dependent on attendance), and for representing themselves and Tuscola High School appropriately off campus.
- Interested students must work closely with their school counselor and the HCC liaison to determine when, how, and where courses are offered AND how those courses will fit into the student's THS schedule. THS and HCC work closely with each student to maximize available opportunities, but both schedules have to work.

#### **ACA-122 College Transfer Success**

Prerequisites: None

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

#### **ART-111 Art Appreciation**

Prerequisites: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

#### **ART-114 Art History Survey I**

Prerequisites: None

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

#### **ART-115 Art History Survey II**

Prerequisites: None

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

#### **BIO-111 General Biology I**

Prerequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

### **BIO-112 General Biology II**

Prerequisites: BIO-111

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

### **CHM-151 General Chemistry I**

Prerequisites: CHM-090 or satisfactory placement test score

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

### **CHM-152 General Chemistry II**

Prerequisites: CHM-151

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

### **COM-231 Public Speaking**

Prerequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

### **ECO-251 Principles of Microeconomics**

Prerequisites: None

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

### **ECO-252 Principles of Macroeconomics**

Prerequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

### **ENG-111 Writing and Inquiry** Prerequisites:

Met with enrollment in CCP

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

### **ENG-112 Writing and Research in the Disciplines**

Prerequisites: ENG-111

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

### **ENG-231 American Literature I**

Prerequisites: ENG-112

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

### **ENG-232 American Literature II**

Prerequisites: ENG-112

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

### **HIS-111 World Civilizations I**

Prerequisites: None

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations.

### **HIS-112 World Civilizations II**

Prerequisites: None

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations.

### **HIS-131 American History I**

Prerequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

### **HIS-132 American History II**

Prerequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

### **MAT-143 Quantitative Literacy** Prerequisites:

Met with enrollment in CCP

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

### **MAT-152 Statistical Methods I** Prerequisites:

Met with enrollment in CCP

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

### **MAT-171 Pre-calculus Algebra** Prerequisites:

Met with enrollment in CCP

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

### **MAT-172 Pre-calculus Trigonometry**

Prerequisites: MAT-171

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

### **MAT-271 Calculus I** Prerequisites:

MAT-172

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.



**MUS-110 Music Appreciation**

Prerequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

**MUS-112 Introduction to Jazz**

Prerequisites: None

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

**PHY-110 Conceptual Physics**

Prerequisites: None

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

**PHY-110 Conceptual Physics**

Prerequisites: None

Co-requisites: PHY-110

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110.

**PHY-151 College Physics I**

Prerequisites: MAT-171

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

**POL-120 American Government**

Prerequisites: None

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

**PSY-150 General Psychology**

Prerequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

**SOC-210 Introduction to Sociology**

Prerequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

**SPA-111 Elementary Spanish I**

Prerequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

**SPA-112 Elementary Spanish II**

Prerequisites: SPA-111

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

## E-Learning (Online) Opportunities in North Carolina

### North Carolina Virtual Public High School (NCVPS)

**Website:** <http://www.ncvps.org>. All course descriptions are listed at NCVPS website.

**Definition:** Provides high school courses to public school students who want to complete courses to meet the requirements of a high school diploma and to enhance their transcripts for college applications.

**Course Instructors:** Instructors are employees of NCVPS and do not work at THS. These instructors have either a North Carolina teaching license or master's degree in their subject area (exception: foreign language teachers may hold a baccalaureate degree). Students will take these courses during the school day in the THS Online Lab.

**Course Availability:** NCVPS courses are available for 10<sup>th</sup> -12<sup>th</sup> grade students with a **3.0 GPA**

NCVPS COURSES AVAILABLE FOR CREDIT AT THS		Prerequisites
<b>AP Level Courses –</b> <i>These are year-long for one credit. Students are expected to commit 90 minutes per day in class and 30 minutes at home per class. 1 credit</i>	<b>Computer Science A</b>	<i>Math 1</i>
	<b>Government and Politics</b>	<i>Civics and Economics</i>
	<b>Human Geography</b>	<i>Completion of an honors or AP level social studies or English course</i>
	<b>Music Theory</b>	<i>None</i>
	<b>Psychology</b>	<i>None</i>
	<b>World History</b>	<i>Success in advanced or honors level work</i>
	<b>European History</b>	<i>Successful completion of honors or AP level World History</i>
<b>Honors Level Courses –</b> <i>Semester courses. 1 credit</i>	<b>Anatomy &amp; Physiology</b>	<i>Biology or Honors Biology (recommend 1<sup>st</sup> time Level 3 or 4 on Biology EOC)</i>
	<b>Psychology</b>	<i>None</i>
<i>None</i>		
<b>Standard Level –</b> <i>Semester courses. 1 credit</i>	<b>Success 101</b>	<i>None</i>
	<b>African American Studies</b>	<i>None</i>
	<b>Leadership Development</b>	<i>None</i>
	<b>Medieval Studies</b>	<i>None</i>
	<b>Psychology</b>	<i>None</i>
	<b>ACT Prep</b>	<i>Math 1, Math 2, English 9 &amp; 10 suggested</i>
	<b>SAT Prep</b>	<i>Math 1, Math 2, English 9 &amp; 10 suggested</i>
	<b>Arabic 1</b>	<i>None</i>
	<b>Arabic 2</b>	<i>Arabic 1</i>
	<b>Japanese 1</b>	<i>None</i>
	<b>Japanese 2</b>	<i>Japanese 2</i>
	<b>Journalism (Spring only)</b>	<i>None</i>
	<b>Latin 1</b>	<i>None</i>
	<b>Latin 2</b>	<i>Latin 1</i>
	<b>Mandarin Chinese 1</b>	<i>None</i>
	<b>Mandarin Chinese 2</b>	<i>Mandarin Chinese 1</i>
	<b>Russian 1</b>	<i>None</i>
	<b>Russian 2</b>	<i>Russian 1</i>
	<b>German 1</b>	<i>None</i>
	<b>German 2</b>	<i>German 1</i>