Tuscola High School

2025-2026

Course of Studies

TUSCOLA HIGH SCHOOL
564 TUSCOLA SCHOOL ROAD
WAYNESVILLE, NC 28786

Counselors:
Kari Russell (Last Names A-G) **Maggie Melville** (Last Names H-O) **Julia Plott** (Last Names P-Z)

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 a student chooses should be a part of an overall plan. Perhaps a student has a certain career in mind; perhaps he or she is exploring different fields to help in selecting a vocation. The student 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 their 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.

Take some time to review this guide and talk with your parents or guardians about your course choices. Choosing the right classes is an important decision, and we're here to help! While our school team will do our best to catch any mistakes, it's up to students and their families to select courses, keep track of records, and plan a schedule that meets graduation requirements. Remember, when you choose your courses, you're selecting subjects—not specific teachers or class periods. We're excited to support you on your academic journey!

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 criteria are 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	
ENGLISH:	**4 Credits required:** English I, II, III, IV
MATHEMATICS:	**4 Credits required:** Math I, Math II, Math III, Additional Math
SCIENCE:	**3 Credits required:** Earth & Environmental, Biology, & a Physical Science (Physical Science or Chemistry)
SOCIAL STUDIES:	**4 Credits required:** World History, Civic Literacy, American History, and Economics & Personal Finance
HEALTH & PE:	**1 Credit required**
ELECTIVE CREDITS:	**6 Credits required:** 2 elective credits in any combination of the following: ● *Career and Technical Education (CTE)* ● *Arts Education* ● *World Languages* 4 elective credits to complete a 4-course concentration from one of the following: ● *Career and Education (CTE)* ● *Arts Education* ● *JROTC* ● *Academic: English, Math, Science, Social Studies, World Language*
ELECTIVE CREDITS:	**# based on graduation requirements**
WORLD LANGUAGES:	**Not required for high school graduation** ***A two-credit world language minimum is highly recommended for admission to the UNC system and many other universities.*
Total	**28 Credits**

+ See Honors and AP Course Placement Criteria Chart, page 5

Occupational Course of Study
(Available for certain students with disabilities who have an IEP)

SUBJECT	CREDITS
English: English I, II, III, IV	4
Mathematics: Intro to Math, Math I, Financial Management, and Employment Prep IV: Math	3
Social Studies: Civic Literacy, Economics & Personal Finance, Employment Prep II: Citizenship 1A, and Employment Prep II: Citizenship 1B	2
Science: Applied Science, Biology, and Employment Prep I: Science	2
Health and PE	1
Prep Education: Employment Prep III: Citizenship 2A & 2B 150 hours of school-based training 225 hours of community-based training 225 hours of paid employment	6
Career & Technical Education (CTE courses)	4
Total	**22**

PROGRAM CONSTRAINTS

No student will be permitted to register for fewer than 8 courses at Tuscola High School unless he or she has special permission from the principal.

1. 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.
2. Transfer students' and foreign exchange students' transcripts will be reviewed by the school committee and principal before enrollment is allowed.
3. Students who have an unweighted GPA between 2.2 and 2.799 as a high school junior are required to take CCRG math and English courses in their senior year. An unweighted GPA 2.8 or above signifies career and college ready. Students with an unweighted GPA below 2.2 may opt into the CCRG courses.

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 who 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).

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, including State mandated End-of-Course Tests, CTE, Post Assessments, North Carolina Final Exams, and locally mandated exams administered during the testing window as determined by the state or local LEA. All exams will count 25% of the course grade.
3. No student is exempt for the State mandated End-of-Course tests, CTE Post Assessments, or North Carolina Final Exams.

+ See Honors and AP Course Placement Criteria Chart, page 5

High School Promotion Requirements

1. To enter the **10th grade**, a student must have earned a minimum of six (6) units of credit, one of which must have been earned in English.
2. To enter the **11th grade**, a student must have earned a minimum of twelve (12) units of credit. Two of these credits must be in English.
3. To enter the **12th grade**, a student must have earned a minimum of twenty (20) 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. A total of 28 credits are required for graduation.

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 a prerequisite**
3	**Science (Earth & Environmental Science, Biology, and a Physics or Chemistry course)**
4	**Social Studies (World History, American History, Economics & Personal Finance, and Civic Literacy)**
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 or Music Education, or any other subject area.**
3	**Higher level course taken during the Junior and/or Senior years which carries 4.5 or 5 quality points such as: AP, Dual or college-equivalent course, advanced CTE, CTE-credentialing courses, online courses, or other honors or above designated courses.**

+ Students must meet the prerequisite requirements listed in the chart below to be considered for HonorsAP classes.

Honors and AP Course Placement Criteria
Level 4 or 5 in Previous Course (A if NCFE or Teacher-Made Exam)
or
90 or Higher Average in Regular Course 85 or Higher Average in Honors Course
or
School Recommendation (Teacher Input, EVAAS, Previous Grades, Previous Test Scores to include PreACT and ACT, AIG, etc.)

In July 2018, the Board of Governors passed a new system-wide Advanced Placement (AP) credit policy. This new policy, a shared top priority of both President Spellings and the Board's Committee on Strategic Initiatives, will make a score of three (3) or higher the standard for credit across the 16 universities in the NC System.

Source: https://www.northcarolina.edu/news/2018/11/uniform-credit-adds-success

UNC System constituent institutions shall award Appropriate Credit to undergraduates who have earned a score of three (3) or higher on one or more AP Exams. The requirements of this policy and regulation shall affect first-time (or "freshmen") undergraduate students entering constituent institutions for the fall semester of the 2019-2020 academic year and thereafter.

Source: https://www.northcarolina.edu/apps/policy/index.php Policy 700.10.01

Honors placement criteria may not apply to all CTE Classes.

Students are reminded that ***AP classes are rigorous and have expectations beyond honors and standard level courses*** including but not limited to 1-2 hours of work outside of class and/or summer reading requirements and assignments; science courses may use class time for labs requiring students to do prep work at home. ***Students taking AP courses will be required to take the AP EXAM in the spring, regardless of which semester they took the course.***

Students seeking an AP Capstone Diploma must complete and score at least a Level 3 in four or more AP classes as well as two additional year long AP Capstone courses: AP Seminar and AP Research. These two courses are generally paired with another AP course.

Students who wish to drop any year long AP Course at the semester change may receive a "F" for that course on their academic transcript.

Course Offerings

ENGLISH

<table>
<tr><th rowspan="2">Graduation Requirements (4 Credits)</th><th colspan="6">English</th></tr>
<tr><th>Standard Sequence</th><th colspan="3">Honors Sequence A</th><th colspan="2">Honors Sequence B</th></tr>
<tr><td>9th Grade</td><td>English I</td><td colspan="3">English I Honors</td><td colspan="2">English II Honors</td></tr>
<tr><td>10th Grade</td><td>English II</td><td colspan="3">English II Honors</td><td>English III Honors</td><td>AP English Language/AP Seminar</td></tr>
<tr><td>11th Grade</td><td>English III</td><td>English III Honors</td><td colspan="2">AP English Language / Seminar</td><td>English IV Honors</td><td>AP Research</td><td>AP English Literature</td></tr>
<tr><td>12th Grade</td><td>English IV</td><td>English IV Honors</td><td>AP Research/ AP Eng. Literature</td><td>AP English Literature</td><td>English Elective</td><td>AP Research</td><td>AP English Literature</td></tr>
<tr><td colspan="8">Please see your counselor for information regarding HCC course offerings that fulfill graduation requirements.</td></tr>
<tr><td colspan="8">* Elective Option - does not count as 1 of the 4 English credit requirements - You must take a 4th English.</td></tr>
</table>

ENGLISH I

This course provides a foundational study of literary genres including novels, short stories, poetry, drama, and nonfiction. 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 present findings, cooperative problem-solving, career/college readiness skills, and reading texts of appropriate complexity to enhance learning.

ENGLISH I HONORS +

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. 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)

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.

ENGLISH II HONORS + (EOC Course)

English II Honors 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. 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

English III is a study of 18th, 19th, and 20th 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 present findings, cooperative problem-solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning opportunities.

ENGLISH III HONORS +

This is an intensive and rigorous study of American literature designed to enable students to read and think critically about 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.

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. visual, oral, quantitative) in order to make informed decisions and solve problems, evaluating 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 +

Prerequisite Reading Required (can be found on THS website over the summer)

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 that "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.

AP SEMINAR

An interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. Students will develop and practice the skills in research, collaboration, and communication that are needed in any academic discipline. They will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. **AP Seminar is the first of two courses that make up the AP Capstone program. Upon successful completion of both AP Seminar and AP Research, plus 4 additional AP courses, students can earn the AP Diploma recognition. Students enrolled in this course are**

required to take the AP English Language and Composition Seminar exam in May. Failure to do so could result in an "F" for the course. Students who wish to drop these courses at the semester change will receive an "F" for both courses on their academic transcript.

ENGLISH IV +
English IV focuses on European (Western, Southern, Northern) literature, including one Shakespearean play. 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 +
Prerequisite Reading Required (can be found on THS website over the summer)
Honors English IV focuses on European (Western, Southern, Northern) literature. This course includes two Shakespearean plays. 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. 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 +
Prerequisite Reading Required (can be found on THS website over the summer)
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 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 two Shakespearean plays.

AP RESEARCH
Students must have successfully completed the AP Seminar course, scoring at least a 1 on the AP Exam and meet other advanced English criteria, in order to take this class. AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses. Students will build on what they learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, you will design, plan, and conduct a year-long research-based investigation to address a research question. AP Seminar is the second of two courses that make up the AP Capstone program. **Upon Successful completion of both AP Seminar and AP Research, scoring a 3 or more for the respective AP exams, plus 4 additional AP courses, students can earn the AP Diploma recognition.**

ANNUAL/PUBLISHING
Class Availability: 9th - 12th Grade
Prerequisite: Students must submit an application and Interview with Yearbook Advisor in early spring semester. Class limited to 15 students. 9th Grade will require Application and WMS Yearbook Advisor Recommendation.
Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production. Students are expected to sell business ads during summer and fall.

MATHEMATICS

Graduation Requirements (4 Credits)	Math						
	Standard Sequence		Standard Honors Sequence				
9th Grade	Yearlong Math I	Math I	Honors Math I			Honors Math II	
10th Grade	Math II	Math II	Honors Math III			Honors Math III	
11th Grade	Math III	Math III	Honors Math III			AP Pre-Calc	AP Stats
12th Grade	Math IV or HCC Math	Math IV	Honors or AP Pre-Calc	Honors Math IV	AP Stats	AP Stats	AP Calc AB
Please see your counselor for information regarding HCC course offerings that fulfill graduation requirements.							

YEARLONG MATH I
This course is determined by placement criteria and is designed to help students prepare for Math I by addressing deficiencies in fundamental math skills.

NC MATH I (*EOC Course)*
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.

HONORS MATH I (*EOC Course*)
This course is offered at the Honors level for students coming in from HCS who did not have the opportunity to take Math I in the 8th grade but demonstrate exceptional math skills. Based on teacher recommendation and 8th grade Math EOG.

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

NC MATH II HONORS +
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 and develop projects that involve real world applications. A more rigorous pacing is required, as is a very strong background in Math I.

NC MATH III (*EOC Course)*
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 parabolas and circles.

NC MATH III HONORS + (*EOC Course)*
Honors Math III addresses the topics of Math III at a more comprehensive level. Additional topics 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.

NC MATH IV

Prerequisite: Math III or Math III Honors

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math I-III. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. Students who pass Math IV will be better prepared for college level algebra and statistics.

NC Math IV Honors

Prerequisite: Math III or Math III Honors

Honors Math IV addresses the topics from Math IV at a more comprehensive level. Students will investigate further into statistical thinking and analysis. A more rigorous pacing is required, as is a very strong background in Math I, II, and III.

HONORS PRE-CALCULUS

Prerequisite: Math III Honors

Honors Precalculus 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. This course is designed to meet the requirements of precalculus math for colleges without being an Advanced Placement course.

AP PRE-CALCULUS +

Prerequisite: Math III Honors or Math IV

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students are expected to take the AP Exam in May. Students may receive credit and/or advanced placement for a one-semester introductory college pre-calculus course..

AP STATISTICS +

Prerequisite: Honors Math III

Course taught on HCC's campus & student will be responsible for transportation.

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data where students observe patterns and departures from patterns, 2) planning a study that involves deciding what and how to measure, 3) anticipating patterns in advance where models are produced using probability and simulation, and 4) statistical inference in which models are confirmed. Students are expected to take the AP Exam in May. Students may receive credit and/or advanced placement for a one-semester introductory college statistics course. This course will be beneficial for students who intend to study natural sciences (chemistry, physics, biology, and environmental sciences) or social sciences (political science, economics, sociology, geography, psychology, and anthropology) at the university level.

AP CALCULUS AB+

Prerequisite: 85 or higher in Pre-Calculus

This course will continue to reinforce the concepts of calculation, interpretation, analysis, application of integration, application of limits, continuity, and differentiation. Successful completion of this portion of the course will earn 1 AP Math credit. Students will be required to take the Advanced Placement Calculus AB Exam in May.

AP CALCULUS BC +

Prerequisite: 85 or higher in Pre-Calculus

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

SCIENCE

<table>
<tr><th rowspan="2">Graduation Requirements (3 Credits)</th><th colspan="4">Science</th></tr>
<tr><th>Standard Sequence</th><th colspan="2">Honors Sequence A</th><th>Honors Sequence B</th></tr>
<tr><td>9th Grade</td><td>Physical Science</td><td colspan="2">Honors Earth/Environmental Science</td><td>Honors Earth/Environmental Science (Fall)</td></tr>
<tr><td>10th Grade</td><td>Earth/Environmental Science</td><td>Honors Biology</td><td>Honors Biology & Honors Chemistry</td><td>Honors Biology & AP Biology</td></tr>
<tr><td>11th Grade</td><td>Biology</td><td colspan="2">Honors Chemistry or Other Science Elective</td><td>Honors Chemistry & AP Chemistry</td></tr>
<tr><td>12th Grade</td><td>Chemistry (Optional)</td><td colspan="3">Honors Science Elective (Optional)
Honors Physics
AP Chemistry
AP Biology
AP Earth/Environmental Science</td></tr>
<tr><td colspan="5">Please see your counselor for information regarding HCC course offerings that fulfill graduation requirements.</td></tr>
</table>

PHYSICAL SCIENCE
This course offers integrated topics from physics and chemistry, with emphasis on energy and motion, electricity and magnetic waves, sound and light, the structure and properties of matter, and chemical reactions.

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's system. Major themes include awareness of limited natural resources, importance of biodiversity, and potential human impacts on various natural systems.

EARTH / ENVIRONMENTAL SCIENCE HONORS +
Summer Reading Required
Honors Earth/Environmental Science offers those students serious about science a more research-based, in-depth approach to Earth's natural processes, including natural resources, 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. Independent research is expected.

BIOLOGY (EOC Course)
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. This course must be attempted by the end of Junior Year.

BIOLOGY HONORS (EOC Course) +
Summer Reading Required
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.

CHEMISTRY

This course is an investigation of the structure of matter along with chemical reactions and the conservation of energy in those reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts.

CHEMISTRY HONORS +

Chemistry Honors is an advanced study of the basic principles of chemistry with emphasis on atomic structure, chemical reactions and equations, chemical analysis, environmental chemistry, and laboratory practices. Chemistry I Honors students are required to prepare a science fair project utilizing scientific, analytical, & research skills.

AP BIOLOGY

Class Availability: 11th and 12th graders only

Prerequisite: Summer Reading Required

AP Biology 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.

AP CHEMISTRY +

If you have not previously taken Chemistry, it is recommended that you take Honors Chemistry I. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

PHYSICS HONORS +

Prerequisite: Chemistry

In order to be successful in this course, students should have completed Math III or should be enrolled simultaneously in Math III while in this course. Honors Physics is a study of the more advanced aspects of the forces of motion, thermodynamics, electricity, magnetism, optics and wave theory. Laboratory practices are emphasized.

AP ENVIRONMENTAL SCIENCE +

Prerequisite (As per AP College Board): Honors Earth and Environmental Science, required Biology and Chemistry, Math 1
Summer Reading Required

AP Environmental Science 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 human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them. Technical analysis and writing skills are highly encouraged.

SOCIAL STUDIES

Graduation Requirements (4 Credits)	Social Studies		
	Standard Sequence	**Honors Sequence A**	**Honors Sequence B**
9th Grade	World History Issues & Patterns	World History Issues & Patterns Honors	World History Issues & Patterns Honors
10th Grade	American History	Honors American History	Honors Economics and Personal Finance
11th Grade	Economic and Personal Finance	Honors Economics and Personal Finance	AP United States History
12th Grade	Civic Literacy	Honors Civic Literacy (Can take an additional elective)	AP Government & Politics (Can take an additional elective)
Please see your counselor for information regarding HCC course offerings that fulfill graduation requirements.			

WORLD HISTORY ISSUES AND PATTERNS
This course examines the world from 1200 to present, focusing on the historical development of phenomena, the rise and fall of civilizations, and unique contributions by various civilizations to humanity.

WORLD HISTORY ISSUES AND PATTERNS HONORS+
This course covers the same material as World History; however, Honors World History is distinguished by an increased expectation in quality of work, not merely an increase in quantity.

CIVIC LITERACY
The standards and objectives of this course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready.

CIVIC LITERACY HONORS +
This course covers the same material as Civics and Economics; however, Honors Civics and Economics is distinguished by an increased expectation in quality of work, not merely an increase in quantity.

AP US HISTORY
This is a college-level U.S. History course that prepares students for the rigors of university classes. 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 country. Students will also learn to think and write more critically, using historical thinking skills and analysis.

AP GOVERNMENT & POLITICS
Study the key concepts and institutions of the political system and culture of the United States. Students will read, analyze, and discuss the U.S. Constitution and other documents as well as have a complete understanding of the workings of the government and political systems.

AMERICAN HISTORY
The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story.

AMERICAN HISTORY HONORS+
This course covers the same material as American History; however, Honors American History is distinguished by an increased expectation in quality of work, not merely an increase in quantity.

SOUTHERN APPALACHIAN HISTORY HONORS +
This course is designed to introduce students to the history of the southern Appalachian region and its inhabitants. This course will examine the chronological history of Southern Appalachia from the 17th 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 that are vital to an understanding of the history of the region.

ECONOMICS AND PERSONAL FINANCE
This is designed as a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. It supports the development of students who understand economics decisions, using money wisely, understanding education and career choices and how to be financially responsible citizens.

ECONOMICS AND PERSONAL FINANCE HONORS
This course covers the same material as Economics and Personal Finance; however, Honors Economics and Personal Finance is distinguished by a difference in the quality of work expected, not merely an increase in quantity.

WORLD LANGUAGE

World Language is not required for graduation, however two credits in the same world language is often required for 4-year colleges. Native and Heritage Spanish speakers should speak with their counselor about the correct foreign language course selection.
Note: There are World Languages offered via Haywood Community College and NCVPS.

SPANISH I
In this introductory class, students will learn the fundamental aspects of the Spanish language. There is a focus on basic vocabulary and grammar structures in the present and near-future tenses. Spanish speaking countries, cultural topics and comparisons will be integrated as applicable throughout the semester.

SPANISH II
Prerequisite: 75 or higher in Spanish I is highly recommended
Students will develop a deeper comprehension of Spanish. 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 spoken and written Spanish.

SPANISH II – ACCELERATED
Prerequisite: Teacher Recommendation
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. Although this course goes at a faster pace, this is ***not*** an Honors level course.

SPANISH III HONORS +
Prerequisite: Teacher Recommendation
Students will actively use language in terms of expanding speaking, writing, listening, and reading skills. Students will read more challenging texts, focus on listening comprehension, and engage in daily conversational activities.

SPANISH IV HONORS +
Prerequisite: Teacher Recommendation
Students are expected to utilize the language in speaking, giving presentations, doing research, and advanced writing. Students will refine grammar, expand concepts, and build vocabulary towards greater fluency using authentic resources such as literature, news media, and film.

SPANISH V HONORS +

Prerequisite: Teacher Recommendation

The class will be taught entirely in Spanish with greatest emphasis on every-day and academic conversation, and cross-cultural comparisons. Students will have the opportunity to refine their language skills with real-world discussions and topical lessons.

HEALTH/PHYSICAL EDUCATION

HEALTH/PE (Required for graduation, usually taken in 9th grade)

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.

TEAM SPORTS (Coed)

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.Students will do a regiment of weight lifting to improve strength and range of motion. The class will also include stretching and warm up exercises for prevention of injuries. Agility and flexibility drills will also be included to improve coordination, jumping ability and overall athleticism. Dress out is required.

WEIGHTS

Class Availability: 10th, 11th, & 12th Grade *May be taken for more than one semester. Targeted Specifically for Men & Women's Sports.*

This course is designed to improve muscular strength and endurance, quickness, flexibility, agility, and general athletic ability. Students will primarily meet in the weight room within the field house. Students will be further instructed on proper safety, skill and technique to lifting and spotting. Students will continue to perform and improve weight lifting throughout core lifts and auxiliary lifts. Students will do a regiment of weight lifting to improve strength and range of motion. Students will participate in warm up and cool down stretching exercises for the prevention of injuries. Agility and flexibility drills will also be included to improve coordination, jumping ability and overall athleticism. Dress-out required. Generally for student athletes.

WEIGHTS HONORS

Class Availability: 10th, 11th, & 12th Grade *May be taken for more than one semester. Targeted Specifically for Men & Women's Sports.*

This course is designed to improve muscular strength and endurance, quickness, flexibility, agility, and general athletic ability. Students will primarily meet in the weight room within the field house. Students will be further instructed on proper safety, skill and technique to lifting and spotting. Students will continue to perform and improve weight lifting throughout core lifts and auxiliary lifts. Students will do a regiment of weight lifting to improve strength and range of motion. Students will participate in warm up and cool down stretching exercises for the prevention of injuries. Agility and flexibility drills will also be included to improve coordination, jumping ability and overall athleticism. Dress-out required. Generally for student athletes. This Honors Weight Training course challenges students with advanced strength training principles, personalized fitness programming, and in-depth analysis of exercise science, including the development of an individualized nutrition and weightlifting plan to optimize performance and overall health.

ADVANCCED ATHLETIC CONDITIONING (Football Weights)

Teacher/Coach recommendation required. May be taken for more than one semester.

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 warm up exercises for prevention of injuries. Agility and flexibility drills will also be included to improve coordination, jumping ability and overall athleticism. Generally for student athletes.

MUSIC

BAND (FALL) - Marching Band

Prerequisite: Recommendation of placement committee required

Class Availability: 9th - 12th Grade Fall Semester

Credit: 1 Unit Fall / Honors Credit Available

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 DEVELOPMENT - Concert Band

Prerequisite: Recommendation of placement committee required

Class Availability: 9th-12th Grade Fall Semester

Class Availability: 9th -10th Grade Spring Semester

Credit: 1 Unit per semester

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 - Symphonic Band
Prerequisite: Recommendation of placement committee required
Class Availability: 10th - 12th Grade Spring Semester Only
Credit: 2 Units Fall and Spring / Honors Credit Available
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 - Percussion
Prerequisite: Recommendation of placement committee required
Class Availability: 9th - 12th 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.

CONCERT CHOIR
Class Availability: 9th - 12th Grade
Chorus is open to all students.
Required fee: $10.00
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 at least one public concert.

SUMMIT COURSE OFFERINGS (Fall- Musical Spring- Country Western) Honors Credit
Prerequisite: One previous chorus class high school with Yates audition.
Required fee: $10.00
Can be semester or year long.
Summit is Tuscola's premiere performing vocal ensemble. It performs choreographed pieces and traditional vocal music from genres throughout history.
This optional year long/ semester class is responsible for both a themed Fall Semester musical theater show and a Country Western Show in the Spring. Summit also performs in all seasonal concerts and regularly competes at both the state and national levels. Emphasis is placed on developing musical literacy and advanced vocal technique and theater. All three of the following courses should meet during the same class meeting time.

THEATER ARTS (Semester only)
Class Availability: 9th -12th Grade
This course is for students interested in performance outside of the musical world. Students will produce a showcase open to the public each semester focusing on performance skills, improvisation, speeches, and introduction to global styles of performance/ theater.

Advanced Theatre in Spring Semester Honors Credit
Required fee: $10.00
This course is a more intense study of traditional/ classical theater outside of improvisation. Students will focus on my serious/intense characters to grow their performance capabilities.

ARTS

VISUAL ARTS I
Class Availability: 9th – 12th Grade
Recommendation from 8th Grade Art Teacher for 9th Grade Only
Required Fee: $10, Sketchbook
The course is divided into four units containing drawing, painting, printmaking, and sculpture. The course consists of 75% studio work and 25% art aesthetics. The art history curriculum will cover Western Art from Prehistoric -15,000 BC to Realism – 1850's. Students will participate in the THS Art Show.

VISUAL ARTS II
Class Availability: 10th – 12th Grade
Prerequisite: Visual Arts I (Beginning)
Required Fee: $10 Supplies, Sketchbook
This course is designed specifically for students interested in pursuing an art-based career. The art history curriculum will cover Expressionism, Cubism, Surrealism and Abstract – 1850s to 1950s – 20th Century architecture. Students will be

expected to produce major works of art using advanced techniques and media over sustained periods of time, participate in the THS Art Show, and share their artwork with the community.

VISUAL ARTS III HONORS+
Class Availability: 11th & 12th Grade
Required Fee: $10 Supplies, Sketchbook
This is an advanced course that involves more in-depth knowledge of art processes, techniques, art media, history and evaluation. Visual Arts Proficient is for students interested in pursuing a career in art-related fields. The course emphasizes problem-solving; portfolio development; and strengthening students' knowledge of art history, vocabulary, and ability to create art. The art history curriculum will cover Renaissance – 1400s and Impressionism/Post Impressionism – 1850's. Students will participate in the THS Art Show and share their artwork with both the community and the Haywood County Arts Council.

VISUAL ARTS IV HONORS ADV+
Class Availability: 11th & 12th Grade
Required Fee: $10 Supplies, Sketchbook
The course is designed for students who are pursuing a career in art. It is a mirror image of Visual Arts Proficient, except students are required to problem-solve, produce conceptual art, and demonstrate a greater mastery of skills. Students will be required to work towards a portfolio of their work and an end of the year senior exhibition. The art history curriculum will focus on a detailed exploration of the Contemporary: 1950s to present. Students will participate in the THS Art Show and share their artwork with both the community and the Haywood County Arts Council.

VISUAL ARTS V HONORS IND +
Class Availability: 12th Grade
Prerequisites: Recommendation of the Art Teacher
Required Fee: $10.00, sketchbook, personal art supplies
The course is designed for senior students focusing on portfolio preparation and post-secondary options. Students will develop and refine a particular and specific area of interest in the Visual Arts. Emphasis will be to explore in depth the media of their preference, originality, personal style, and individual statements in expression. All projects will be self-determined, but they must be approved by the teacher. The course consists of creating a minimum of 6 completed projects per 9-weeks. Students will participate in the THS Art Show and share their artwork with THS visual art classes, the community, and the Haywood County Arts Council.

VISUAL ARTS ART ASSISTANT
Class Availability: 12th Grade
Prerequisites: Completion of Visual Arts Proficient (Art 5) with grades of A/B, Recommendation of the Art Teacher
The course is designed for senior students only. Students will provide administrative or artistic support to the art teacher and art students. In these positions, they may help the art students create their artwork, oversee the installation of student artwork in public exhibits, and ensure that the classroom studio spaces remain in working order. Students will sign up for weekly tasks to be completed.

CAREER and TECHNICAL EDUCATION

***Class is a completer in a CTE Concentration**

AGRICULTURE/HORTICULTURE

ANIMAL SCIENCE I
Class Availability: 9th - 11th Grade
This course focuses on animal physiology, breeding, nutrition, health, and best management practices in preparation for an animal science career. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Completion of Agriculture Production I or Agriscience Applications is recommended.

ANIMAL SCIENCE II - FOOD ANIMAL -HONORS
Prerequisite: Animal Science I
Class Availability: 10th - 12th Grade
This course focuses on animal anatomy, physiology, digestion, reproduction, housing and facilities, management, and genetics of the food animal industry. Leadership development and employability skills are integral to the course and are delivered through authentic experiences. Inherently Honors

ANIMAL SCIENCE II - COMPANION ANIMAL
Prerequisite: Animal Science I
Class Availability: 10th - 12th Grade
Course Description Integrate safe handling practices to groom and care for companion animals and identify companion animals using physical traits and characteristics. Illustrate knowledge of nutritional and digestive needs through experiential activities. Establish a foundation of veterinary medical terminology and procedures. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

VETERINARY ASSISTING - HONORS
Prerequisite: Animal Science II-Food Animal or Animal Science II-Companion Animal
Class Availability: 11th & 12th Grade
Develop the skills, techniques, and knowledge to earn a veterinary assistant credential. Perform proper veterinary practice management and client relations through hands-on skills. Formulate veterinary medical dosages using appropriate medical terminology. Establish animal handling skills in practicum settings and establish surgical and radiological procedures through skill-based scenarios. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

HORTICULTURE I - INTRODUCTION TO PLANTS
Class Availability: 9th - 11th Grade
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 - PLANT PRODUCTION
Prerequisite: Horticulture I
Class Availability: 10th – 12th Grade
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 CONSTRUCTION HONORS
Prerequisite: Horticulture I
Class Availability: 10th – 12th Grade
Design landscapes that meet client demands. Implement landscape installation and maintenance skills through work-based learning opportunities. Gain the knowledge and skills for landscape careers in the horticulture pathway. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

COMPUTER & BUSINESS COURSES

ADOBE VISUAL DESIGN I HONORS
Class Availability: 9th–12th Grade
Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and multimedia communications. Gain knowledge and skills for careers in the Adobe Academy pathway. Adobe Certification opportunities for both Photoshop and Illustrator.

ADOBE VISUAL DESIGN II HONORS
Class Availability: 9th–12th Grade
Prerequisite: Adobe Visual Design I
Explore elements that make an exceptional digital and print publications. Create print and digital publications in Adobe InDesign. Train to earn the industry-recognized Adobe Certified Professional InDesign credential. Gain knowledge and skills for careers in the Adobe Academy pathway.

MICROSOFT EXCEL HONORS
Class Availability: 9th–12th Grade
Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks

independently. They will know and demonstrate the correct application of the principle features of Excel. Candidates create and edit a workbook with multiple sheets and use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs.

CODING IN MINECRAFT - EXPERT HON.

Class Availability: 9th-12th Grade

Gain knowledge and skills of JavaScript or Python Programming utilizing the Minecraft platform. Code complex programs in JavaScript or Python that make use of variables and data types, selection and branching, iteration loops, error handling, and modularity. Explore the knowledge and skills for careers in the Computer Science Principles pathway.

AP COMPUTER SCIENCE PRINCIPLES

Class Availability: 9th-12th Grade

AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world

SPORT AND EVENT MARKETING I

Class Availability: 9th – 11th Grade

Sport and Event Marketing I introduces students to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries to create an event proposal as the PBM for proof of learning. Work-based learning opportunities include business and industry field trips, Cooperative Education, internship, job shadowing, mentorship, and service learning.

SPORT AND EVENT MARKETING II HONORS +

Prerequisite: Must have had successful completion of Spors and Event Marketing I

Class Availability: 10th-12th Grade

Sport and Event Marketing II allows students to develop a deeper understanding of the sport, entertainment, and event industries. Topics covered include the marketing environment, promotional activities, communications, product-mix strategies, and financial and economic impacts. Students will apply their knowledge of promotion and marketing for the sport/event industries to develop a comprehensive event marketing plan, and apply their knowledge of event management as a PBM for proof of learning. Work-based learning opportunities include business and industry field trips, Cooperative Education, internship, job shadowing, mentorship, and service learning.

HEALTH OCCUPATIONS

BIOMEDICAL TECHNOLOGY

Prerequisite: Health Science I

Class Availability: 10th – 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.

HEALTH SCIENCE I

Class Availability: 9th – 11th

This rigorous course is designed as a basic anatomy and physiology course for students interested in pursuing a healthcare career. Topics include the human body in health and disease, biochemistry, medical terminology, communication skills and career information. HS I is a prerequisite for HS II.

HEALTH SCIENCE II

Prerequisite: Health Science I

Class Availability: 10th – 12th Grade

This course is developed to help students expand their understanding of the healthcare industry, including employability skills, safety and infection control procedures, and clinical skills used by allied health professionals. In addition, students will demonstrate their understanding of cardiovascular and respiratory systems by applying BLS CPR skills. Projects, teamwork, and demonstrations serve as instructional strategies to reinforce the curriculum content. 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. Proof of learning is demonstrated through Performance Based Measurement.

NURSING FUNDAMENTALS AND PRACTICUM HONORS+

Prerequisite: Health Science II and Application Required

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. *Students must be able to drive to clinical.*

FAMILY AND CONSUMER SCIENCE

FOOD & NUTRITION I

Class Availability: 9th – 11th Grade

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

FOOD & NUTRITION II

Prerequisite: Food and Nutrition I

Class Availability: 10th – 12th Grade (Recommend 11th-12th)

In this course students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage feed safety; plan and prepare meals for a variety of consumers and clients; explore the food system and global cuisines. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Students will work in groups on projects and present in front of the class.

FASHION AND TEXTILES I FUNDAMENTALS

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 TEXTILE PRODUTIION II

Prerequisite: APPAREL TEXTILE PRODUCTION 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 products. 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.

INTERIOR DESIGN I FUNDAMENTALS

Class Availability: 9th – 11th Grade

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, and selection of products and materials for residential interiors; client relationship-building

and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced. Appropriate work-based learning strategies include business & industry field trip, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. 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 STUDIO

Prerequisite: Interior Design I Fundamentals

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, while preparing for entry-level and technical work opportunities in the residential and nonresidential 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.

INTERIOR DESIGN II TECH HONORS

Prerequisite: Interior Design I Fundamentals

Class Availability: 10th - 12th Grade

This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced.

TRADES AND INDUSTRY

COMPUTER SCIENCE I

Class Availability: 9th-11th Grade

This course will explore how data is stored, transmitted, and used by computers. Investigate the benefits and harms of quickly advancing technology on society. Produce unique and interactive computer programs. Gain the knowledge and skills for careers in the Computer Science Principles pathway.

COMPUTER SCIENCE II

Class Availability: 10 – 12th Grade

Code programs that use advanced creativity and large data sets. Create computer programs that make use of advanced algorithms and procedures. Explore the impacts of computers on a global scale. Gain the knowledge and skills for careers in the Computer Science Principles pathway.

CAREER MANAGEMENT: BLUE COLLAR SCIENCE

Class Availability: 11th & 12th Grade

Explore trade careers such as carpentry, plumbing, electrical, automotive and agriculture in a shop environment. Focus on leadership, career development and management, essential employability skills, and career exploration through hands-on experiences. Develop an understanding of personal learning styles, speaking skills development, and team management skills. Build understanding of the National Career Development Guidelines, including communications skills, personal management, and teamwork. Gain the knowledge and skills for careers in all CTE pathways.

DRAFTING I HONORS

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),multiview drawing, and 3-D modeling. Students will draw technical/mechanical parts with pencil and paper, progressing on to AutoCAD and Inventor (drafting software). Students will also become familiar with product-design strategies and build models.

DRAFTING ARCHITECTURE II HONORS

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. AutoCad and Revit software will be used.

DRAFTING ARCHITECTURE III HONORS

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 software to create site and foundation plans as well as topographical information and detail drawings of stairs and kitchens. The history of architectural styles and Commercial Building Design will also be explored. The majority of class time will be spent working on school/community projects.

CONSTRUCTION CORE

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, and basic employability skills. Students will be challenged to learn in a hands-on environment. Assessment is often performance/project based. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification.

MASONRY I HONORS

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 HONORS

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 job sites around the community and school. Students will also have an opportunity to become certified in the OSHA 10-hour construction industry course.

WELDING TECHNOLOGY I HONORS

Class Availability: 9th - 11th Grade

This course covers basic industrial and construction welding practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW). Mathematics and science are reinforced.

WELDING TECHNOLOGY II HONORS

Prerequisite: Welding I

Class Availability: 10th – 12th Grade

This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include safety, inspection, weld fit-up and testing, metal properties, and shielded metal arc welding (SMAW). Mathematics and science are reinforced.

WELDING TECHNOLOGY III HONORS

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.

CTE Advanced Studies (All Career Pathways)

Requirements: Application Required, Teacher Approval, Principal Approval & CDC Approval

Prerequisite: Must have earned two technical credits in one pathway, one of which is the completer course for that pathway

Class Availability: 12th Grade only

This culminating course is for seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE INTERNSHIP

Requirements: Application Required, Teacher Approval, Principal Approval & CDC Approval

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on

experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

JROTC

AIR FORCE JUNIOR jROTC

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. ***Honors Credit Available.*** Honors credit focuses on developing leadership skills beyond the standard JROTC curriculum. Honors credit culminates in a project designed for students to demonstrate essential skills of planning, organizing and executing a major leadership project. Skills in analysis, logic, and creativity will also be showcased through successful completion of this project. **JROTC Honors** is primarily targeted for senior cadets enrolled in JROTC IV. However, other academically successful cadets enrolled in JROTC I, II, or III may be enrolled in JROTC Honors. Instructor approval is required for enrollment in the honors program. *NOTE: National Occupational Competency Testing Institute (NOCTI) JROTC "**Leadership and Employability Skills CTE Credentials**" Standards Testing is now* available.

JROTC I

JROTC I is a prerequisite for all following Air Force Junior ROTC 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. JROTC I comprises 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-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) survival and survival preparedness; 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 academies may be modified within established AFJROTC curriculum guidelines to accommodate JROTC I - JROTC IV class scheduling constraints. Tuesday classes will be devoted to health and wellness to include physical fitness training (PT). Wednesday classes will typically be devoted to uniform inspection, drill & ceremonies.

JROTC II

Prerequisite: Completion of JROTC I

JROTC II is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). See the course description for JROTC 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 JROTC I through JROTC IV class scheduling constraints. Tuesday classes will be devoted to health and wellness to include physical fitness training (PT). Wednesday classes will typically be devoted to uniform inspection, drill and ceremonies. JROTC 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.

JROTC III

Prerequisite: Completion of JROTC I & II

JROTC III comprises two major parts: Aerospace Science (AS) and Leadership Education (LE). See the course description for JROTC 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 JROTC I through JROTC IV class scheduling constraints. Tuesday classes will be devoted to health and wellness to include physical fitness training (PT). Wednesday classes will typically be devoted to uniform inspection, drill and ceremonies.J 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.

JROTC IV

Prerequisite: Completion of JROTC I, II, & III

JROTC IV represents the capstone course in the AFJROTC curriculum. JROTC IV comprises two major parts: Aerospace Science (AS) and Leadership Education (LE). See the course description for JROTC 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 JROTC I through JROTC IV class scheduling constraints. JROTC 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. Tuesday classes will be devoted to health and wellness to include physical fitness training (PT). Wednesday classes will typically be devoted to uniform inspection, drill and ceremonies. JROTC 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 ASST

Class Availability: 12th Grade

Library Science is a unique service learning experience where students will be working to meet the instructional needs of teachers and other students, as well as learning about the functions and organization of the library. As student library assistants, students learn to help others; work at the circulation desk; use the online catalog, Internet, and online databases; troubleshoot technology; shelve books; write book reviews; and numerous other tasks involved in helping the school library run efficiently. Library Science is a work experience class which allows you to practice skills employers look for; responsibility, dependability, initiative, and attention to detail are stressed in this course, as well as communication and organization skills.

EMERGING LEADERSHIP HONORS

Class Availability: 9th-12th grade.

Students **MUST** submit an application to be eligible to register for this course.

(continued on the next page)

A leadership course at Tuscola High School will offer many opportunities for students that want to sharpen their leadership skills. Leadership skills learned in this course will allow students to become better and more active leaders in their school and community. Students will be chosen for this course through an application and recommendation process. This class will focus on hands-on projects to improve our school and community. Students will be taught methods to improve time management and planning, which will be crucial to complete long term projects within the class block and semester. During the course students will be required to:

-initiate meetings with school and community leaders through phone calls and/or writing to schedule and plan projects
-participate in class presentations and class discussions
-attend class sponsored events outside the designated class block
-attend site visits and participate in the budgetary decision making process for school events

TEACHER CADET I HONORS

Class Availability: 11th & 12th Grade

The Teacher Cadet I course is designed to introduce high school students to the field of education, including the art and science of teaching, classroom management, and educational philosophy. Students will explore teaching as a profession and gain hands-on experience through classroom observations, teaching demonstrations, and collaborative projects. This course is ideal for students interested in pursuing a career in education or enhancing leadership and communication skills. If students have transportation, they can observe teachers at their desired educational level (elementary, middle, or high school) in Haywood County Schools.

TEACHER CADET II HONORS

Class Availability: 12th Grade

Teacher Cadet II is an advanced course for students who have completed Teacher Cadet I and want to deepen their understanding of education through hands-on experience. This course emphasizes extended field placements, allowing students to intern in elementary or middle school classrooms, assist with instruction, and apply educational theories in real-world settings. Through guided reflections and mentorship, students will develop their teaching skills and gain valuable insights into the profession.

PRE-APPRENTICESHIP CHAMPION CREDIT UNION

Class Availability: 12th Grade

Prerequisite:Completion of Level 1 and 2 class in any CTE pathway, CTE Teacher Recommendation

Champion Credit Union's Pre-apprenticeship program is a structured learning experience designed for high school students interested in exploring careers in the financial services industry. This program provides students with a comprehensive introduction to the credit union industry, combining classroom instruction led by the company's Employee Development team with hands-on learning through on-the-job observations. Participants will gain insight into key areas of credit union operations, including member services, lending, financial literacy, and back-office support functions. Through interactive sessions and real-world exposure, students will develop essential professional skills, understand career pathways in financial services, and build a strong foundation for future employment or apprenticeship opportunities. This program is ideal for students who are curious about the financial industry and eager to gain practical experience, workplace readiness skills, and industry knowledge to help them make informed career decisions.

PEER HELPING
Class Availability: 11th & 12th Grade
Prerequisites: Permission of an Administrator through application and selection process
Students in this course will be assigned as supports within Special Education classrooms. Peer helpers must be reliable, independent, and able to work well with individuals with disabilities. This class earns a student one pass/fail elective credit.

STRATEGIES
This course is designed to address the diverse learning needs of students. NCSCOS, transition services, career education and social skills will be supported. Individual learning needs and required modifications and accommodations of students in reading, writing, math and vocabulary will be emphasized.

Haywood Community College Courses
"Career and College Promise"

PLEASE NOTE: Certain HCC Courses carry different quality GPA points. Please confirm which courses carry the additional weight when registering for these courses.

Students in 11th and 12th grades are invited to take certain classes through Haywood Community College.

- **All courses do require a Career and College Promise application packet to be completed. This includes:** 2.8 unweighted GPA or higher OR demonstrate college readiness in English, reading and math OR Principal approval (for CTE/WCE pathways only)
- Please understand that these are college-level courses and will expect college-level work and effort; these courses are, in fact, taught by HCC faculty.
- Some courses are taught on our campus, some are taught on HCC's campus, and some are taught online (students meet in the D10 computer lab on our campus).
- Some online courses may require proctored course work, such as midterm or final exams. Proctored testing will need to be scheduled in advance by the student at the high school counseling office or at HCC's Learning Support Services (LSS).
- ***These courses have varying pre-requisites and expectations depending on the nature of the course.*** Students should be aware that when they register for an HCC course, they are **STARTING A PERMANENT COLLEGE TRANSCRIPT.**
- They should also be aware that these courses may follow HCC's calendar (which may or may not necessarily follow HCS's calendar).
- **All courses do require a Career and College Promise application packet to be completed.**
- Courses may be taken from the **Career Technical Pathway, College Transfer Pathway, or Workforce Continuing Education Pathway.**

Students in 9th and 10th grades are invited to take certain College Transfer Pathway classes through Haywood Community College.

- Please understand that these are college-level courses and will expect college-level work and effort; these courses are, in fact, taught by HCC faculty.
- Some online courses may require proctored course work, such as midterm or final exams. Proctored testing will need to be scheduled in advance by the student at the high school counseling office or at HCC's Learning Support Services (LSS).

- ***These courses have varying pre-requisites and expectations depending on the nature of the course.*** Students should be aware that when they register for an HCC course, they are **STARTING A PERMANENT COLLEGE TRANSCRIPT.**
- **All courses do require a Career and College Promise application packet to be completed. This includes:**
- ○ AIG Classification by Haywood County Schools in English, Reading, AND Math ○ Qualifying Test Score from PSAT, Pre-ACT, SAT, RISE, or ACT ○ Signatures from High School Principal, Haywood County Schools AIG Coordinator, HCC President, Parent, and CCP Representative.

HCC: Workforce Continuing Education Pathway Opportunity Overview & Course Descriptions:

ELIGIBILITY REQUIREMENTS

High school junior or senior eligibility requirements:

a. Have an unweighted, cumulative GPA of 2.8 or higher on high school courses; or
b. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.)

OR

a. Have the recommendation of the high school principal or his/her designee and have the high school principal or his/her designee's rationale for recommendation in place of GPA requirement; and
b. Have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator

*With approval a student may concurrently enroll in:
a. Two Workforce Continuing Education Pathways or
b. One College Transfer Pathway and one Workforce Continuing Education Pathway or
c. One curriculum Career Technical Education Pathway and one Workforce Continuing Education Pathway

- **EMS 4200 Emergency Medical Technician***
  EMTs provide out-of-hospital emergency care and transportation for sick or injured patients who access the EMS system. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from nonemergency and routine medical transports to life-threatening emergencies.
  PREREQUISITES:
  1. 17 years of age on or before the official end date of the course.
  2. Possession of a high school diploma, high school equivalency or successful completion of an exam assessing basic reading comprehension skills at a minimum at the eleventh-grade level.

- **FIP 3031 Fire Fighter Training Block I***
  This course includes Orientation, Fire Service Communications, Firefighter Health & Safety, Personal Protective Equipment, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control.

- **FIP 3032 Fire Fighter Training Block II***
  This course includes Ladders, Ventilation, Ropes & Knots, Search & Rescue, Water Supplies, Hose, Streams, and Appliances, and Emergency Medical Care.

HCC: Career Technical Education Pathway Opportunity Overview:

Automotive Technology I and II classes are taught by an HCC instructor on HCC's campus. Students who successfully complete all

HCC courses in both Auto Tech I and II will earn a certificate in Automotive Systems Technology from Haywood Community College.

Automotive Repair I & II are available only on HCC's campus. These students are responsible for their behavior off-campus, and they must have their own transportation. HCC's credit policy is dependent on student attendance; students must be at class daily and on time.

Criminal Justice courses are presented online and in person. (Limited onsite sections at HCC may be available. Students are required to provide their own transportation to any classes at HCC.) 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 textbooks. Students who successfully complete all HCC courses in both Criminal Justice I & II will earn a certificate in Criminal Justice Technology I & II from Haywood Community College. Students who successfully complete all HCC courses in both Criminal Justice III & IV will earn a certificate in Criminal Justice Technology III & IV from Haywood Community College.

Early Childhood Education courses are presented online. Please be aware that online courses do require a level of familiarity and comfort with technology as well as 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 textbooks. Students who successfully complete all HCC courses in Early Childhood Education I-IV will earn a certificate in Early Childhood Education from Haywood Community College.

Electrical I, II, III These students are responsible for their behavior off-campus, and they must have their own transportation.

Metals courses are available only on HCC's campus at the Regional High Technology Center. These students are responsible for their behavior off-campus, and they must have their own transportation**. THIS IS AN EVENING PROGRAM.**

Accounting, **Business**, **Cosmology, Fish & Wildlife Management Technology, Forestry Management Technology, Medical Office Administration, Medical Assisting, Information Technology, and more as electives.** These courses will follow HCC's academic calendar and may be offered online or face-to-face at HCC. Please see your counselor for more information about the HCC courses available in these areas.

HCC: Career Technical Education Course Descriptions

AUTOMOTIVE TECHNOLOGY I (HCC) TRN-110 Introduction to Transport Technology (2 HCC Credit Hours)

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety

procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

BASIC TRANSPORTATION ELECTRICITY TRN-120 (5 HCC Credit Hours)
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

AUTOMOTIVE TECHNOLOGY II (HCC) AUT-151 Brake Systems (3 HCC Credit Hours)

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

ENGINE PERFORMANCE I AUT-181 (3 HCC Credit Hours)
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information.

AUTOMOTIVE REPAIR I
Taught at HCC
Students must provide their own transportation

AUB-111 Painting & Refinishing I (4 HCC Credit Hours)
This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

AUB 136 (3 HCC Credit Hours)
This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.

AUTOMOTIVE REPAIR II
Taught at HCC
Students must provide their own transportation

AUB-121 Non-Structural Damage I (3 HCC Credit Hours)
This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

AUB-131 Structural Damage I (4 HCC Credit Hours)
This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.

CRIMINAL JUSTICE

Prerequisite: 2.8 GPA or higher or Principal's approval

CJC-111 Introduction to Criminal Justice (3 HCC Credit Hours)

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

CJC-112 Criminology (3 HCC Credit Hours)

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

CJC-113 Juvenile Justice (3 HCC Credit Hours)

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/ detention of juveniles, and case disposition.

CJC-131 Criminal Law (3 HCC Credit Hours)

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

EARLY CHILDHOOD EDUCATION

Prerequisite: Career and College Promise Application, placement test scores demonstrating English & reading readiness or 2.8 GPA or higher or Principal's approval

This course is taught by a HCC instructor online.

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

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. **Students successfully completing EDU-119 with a grade of C or higher are eligible to receive the North Carolina Early Childhood Credential (NCECC).**

EDU-131 Child, Family, and Community (3 HCC Credit Hours)

This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

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.

EDU-145 Child Development II (3 HCC Credit Hours)
This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. 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 153- Health, Safety, and Nutrition (3 HCC Credit Hours)
This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

ELECTRICAL SYSTEMS TECHNOLOGY
Students must provide their own transportation

Electrical I ELC 113 Residential Wiring- (4 HCC Credit Hours)
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

Electrical II ELC 114- Commercial Wiring (4 HCC Credit Hours)
This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

Electrical III ELC-115 Industrial Wiring (4 HCC Credit Hours)
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

Metals
Taught at HCC
Students must provide their own transportation

MAC 114 Intro to Metrology (2 HCC Credit Hours)
This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.

MAC 131 Blueprint Reading/Mach I (2 HCC Credit Hours)
This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.

MAC 141 Machining Applications I (4 HCC Credit Hours)
This course provides an introduction to a variety of material-working processes that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.

MAC 121 Intro to CNC (2 HCC Credit Hours)
This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

MAC 229 CNC Programming (2 HCC Credit Hours)
This course provides concentrated study in advanced programming techniques for working with modern CNC machine tools. Topics include custom macros and subroutines, canned cycles, and automatic machining cycles currently employed by the machine tool industry. Upon completion, students should be able to program advanced CNC functions while conserving machine memory.

MAC 142 Machining Applications II (4 HCC Credit Hours)
This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.

HCC: College Transfer Opportunities:

Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	SAT (March 2016 and Future)	Pre-ACT and ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test
English	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	18	Composite score of 151 or higher	70 or higher on Tier 1 ***and*** Tier 2 *(See RISE placement Guide)*
Reading	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		

Mathematics	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	70 or higher on Tier 1 ***and*** Tier 2 ***and*** Tier 3 *(See RISE placement Guide)*

College transfer pathways provide up to 35 hours of tuition-free general education transfer courses that will transfer seamlessly to any public or participating private college or university, saving students time and money in pursuing four-year degrees. This set of courses is identified as Universal General Education Transfer Competent (UGETC) credits included within the Comprehensive Articulation Agreement (CAA) between the University of North Carolina and the North Carolina Community College System. All UGETC courses in which the student earns a grade of "C" or better will transfer for equivalency credit up to the distribution limits detailed in the CAA.

These courses are offered online (students meet in media center 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 or renting any required textbooks.
- 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 course 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.
- When students register for an HCC course, they are **STARTING A PERMANENT COLLEGE TRANSCRIPT.**
- All college transfer courses are equivalent to **one high school unit of credit (except ACA 122 and EGR 150)** and occur over one semester. Students also will earn the transferable college **semester hours credit (SHC)**, identified with each course, for any course completed with a grade of C or higher.
- The state weighting system adds the equivalent of one (1) quality point to the grade earned in specific UGETC Community College Courses. These are marked with a * below:

ACA-122 College Transfer Success
Credit: 0 unit (1 SHC)
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**
Credit: 1 unit (3 SHC)

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**

Credit: 1 unit (3 SHC)

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**

Credit: 1 unit (3 SHC)

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.

***AST 111/AST 111A**

Credit: 1 unit (4 SHC)

This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them.

***AST 151/151A**

Credit: 1 unit (4 SHC)

This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system.

***BIO-111 General Biology I**

Credit: 1 unit (4 SHC)

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 (BIO 111 + BIO 112 satisfies high school biology graduation requirement)**

Credit: 1 unit (4 SHC)

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.

BIO 168 Anatomy & Physiology I

Credit: 1 unit (4 SHC)

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO 169 Anatomy & Physiology II

Credit: 1 unit (4 SHC)

Prerequisites: BIO-168

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

***CHM-151 General Chemistry I**

Credit: 1 unit (4 SHC)

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 (CHM 151 + CHM 152 satisfies high school physical science graduation requirement)** Credit: 1 unit (4 SHC)

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-120 Intro to Interpersonal Communication

Credit: 1 unit (3 SHC)

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.

***COM-231 Public Speaking**

Credit: 1 unit (3 SHC)

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.

DFT 170 Engineering Graphics

Credit: 1 unit (3 SHC)

This course introduces basic engineering graphics skills, equipment, and applications (manual and computer-aided). Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, and sectional and auxiliary views. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices.

***ECO-251 Principles of Microeconomics**

Credit: 1 unit (3 SHC)

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**

Credit: 1 unit (3 SHC)

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.

EDU-187 Teaching and Learning for All

Credit: 1 unit (4 SHC)

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.

*Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All.

EDU-216 Foundations of Education

Credit: 1 unit (3 SHC)

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level.

EGR 150 Introduction to Engineering

Credit: 0 unit (2 SHC)

This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals.

***ENG-111 Writing and Inquiry** Credit: 1 unit (3 SHC)

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**

Credit: 1 unit (3 SHC)

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 (ENG 111+ENG 112+ENG 231 satisfies English III high school graduation requirement)** Credit: 1 unit (3 SHC)

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 (ENG 111+ENG 112+ENG 232 satisfies English III high school graduation requirement)** Credit: 1 unit (3 SHC)
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.

***ENG 241 British Literature I (ENG 111+ENG 112+ENG 241 satisfies English IV high school graduation requirement)** Credit: 1 unit (3 SHC)
Prerequisites: ENG-112
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

***ENG 242 British Literature II (ENG 111+ENG 112+ENG 242 satisfies English IV high school graduation requirement)** Credit: 1 unit (3 SHC)
Prerequisites: ENG-112
This course covers selected works in British literature from the Romantic Period 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 interpret, analyze, and respond to literary works in their historical and cultural contexts.

***GEL-111 Geology**
Credit: 1 unit (4 SHC)
This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth.

***HIS-111 World Civilizations I**
Credit: 1 unit (3 SHC)
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 (HIS 111+HIS 112 satisfies World History high school graduation requirement)**
Credit: 1 unit (3 SHC)
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 (HIS 131 satisfies American History I high school graduation requirement)** Credit: 1 unit (3 SHC)

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 (HIS 132 satisfies American History II high school graduation requirement)** Credit: 1 unit (3 SHC)

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 (MAT 143 satisfies fourth math high school graduation requirement)**

Credit: 1 unit (3 SHC)

Prerequisites: Met by enrollment requirements for CCP college transfer pathway

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 (MAT 152 satisfies fourth math high school graduation requirement)**

Credit: 1 unit (4 SHC)

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 Precalculus Algebra (MAT 171 satisfies fourth math high school graduation requirement)** Credit: 1 unit (4 SHC)

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 Precalculus Trigonometry (MAT 172 satisfies fourth math high school graduation requirement)**

Credit: 1 unit (4 SHC)

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 (MAT 271 satisfies fourth math high school graduation requirement)**
Credit: 1 unit (4 SHC)
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.

***MAT 272 Calculus II**
Prerequisites: Take MAT-271
This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.

***MAT 273 Calculus II**
Prerequisites: Take MAT-272
This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology.

***MUS-110 Music Appreciation**
Credit: 1 unit (3 SHC)
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**
Credit: 1 unit (3 SHC)
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**
Credit: 1 unit (3 SHC)
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-110A Conceptual Physics**
Credit: 1 unit (1 SHC)
Corequisites: 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**
Credit: 1 unit (4 SHC)
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.

***PHY-152 College Physics II (PHY 151+PHY 152 satisfies high school physical science graduation requirement)** Credit: 1 unit (4 SHC)
Prerequisites: PHY-151
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principals involved and display analytical problem-solving ability for the topics covered.

***PHY-251 General Physics I**
Credit: 1 unit (4 SHC)
Prerequisites: Take MAT-271
Corequisites: Take MAT-272
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, 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.

***PHY-252 General Physics II**
Credit: 1 unit (4 SHC)
Prerequisites: Take All: MAT-272 and PHY-251
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. 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**
Credit: 1 unit (3 SHC)
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**
Credit: 1 unit (3 SHC)
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.

PSY 241 Developmental Psychology
Credit: 1 unit (3 SHC)
Prerequisites: PSY 150

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

***SOC-210 Introduction to Sociology**

Credit: 1 unit (3 SHC)

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.

SOC-225 Social Diversity

Credit: 1 unit (3 SHC)

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance.

SPA-111 Elementary Spanish I

Credit: 1 unit (3 SHC)

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

Credit: 1 unit (3 SHC)

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) *Courses Subject to Change*

Website: http://www.ncvps.org. All course descriptions, prerequisites, and recommendations 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 10th Grade with a **3.5 GPA** and 11th-12th Grade students with a **3.0 GPA.**

NCVPS COURSES AVAILABLE FOR CREDIT AT THS		Prerequisites
AP Level Courses – *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***	**Computer Science**	*None*
	Principles Government and Politics	*Civics and Economics*
	Human Geography	*Completion of an honors or AP level social studies or English*
	Psychology	*None*
	World History	*Success in advanced or honors level work*
	European History	*Successful completion of honors or AP level World History*
	Art History	*None*
	Physics 1	*Successful completion of mathematics courses*
Honors Level Courses – *Semester courses.* ***1 credit***	**Anatomy & Physiology**	*Biology or Honors Biology (recommend 1st time Level 3 or 4 on Biology EOC)*
	Psychology	*None*
	Honors Forensics	*Biology and one physical science (chemistry, physical science or physics may be taken concurrently)*
Standard Level – *Semester courses.* ***1 credit***	**Success 101**	*None*
	Leadership Development	*None*
	Psychology	*None*
	Journalism	*None*
	Latin 1	*None*
	Latin 2	*Latin 1*