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**2015-2016**

## **Course Description Guide**

<i>Air Conditioning, Heating &amp; Repair</i>    <i>Welding</i>   <i>Plumbing</i>	 <i>Cosmetology</i>  <i>Electrical Systems</i> 
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## 2015-2016 Course Listing

### Vernon Malone College and Career Academy

This is a listing of the courses projected to be taught in the 2015-2016 school year. Use this listing along with the Course Description Guide and Four-Year Graduation Plan to complete your registration on Power School. Consult with your counselors, teachers, and parents to ensure that you have selected appropriate courses for your individual Pathway and future success. Note that the online registration database (Power School) will list courses alphabetically by department.

Updated 01/23/2015

### English

- (10225X0) Honors English II
- (10225X0) Honors English II
- (10235X0P) Honors English III
- (10245X0) Honors English IV
- (10295X0A) Argument Theory & Practice

### Math

- (21032X0) Common Core Math I
- (22015X0AA) Honors Common Core Math II
- (23015X0A) Honors Common Core Math III
- (24025X0A) Integrated Math IV Honors

### Science

- (35015X0) Honors Earth Science
- (33205X0) Honors Biology
- (34205X0) Honors Chemistry

### Health and Physical Education

- (60492X0) Healthful Living I
- (62032X0) Personal Fitness I
- (62055X0) Honors Personal Fitness -Physiology and Fitness of Well-Being
- (62042X0) Personal Fitness II
- (62022X0J) Team Sports I
- (62022X0K) Team Sports II
- (62022X0D) Lifetime Sports
- (62022X0E) Lifetime Sports II

### Career Management

- (CC452X0) Career Management

### Cooperative Education

- (BB406X0) Business Management Cooperative
- (CS962X0) CTE Apprenticeship

### Drafting

- (IC612X0) Drafting I
- (IC625X0) Honors Drafting II-Architectural
- (IC635X0) Honors Drafting III-Architectural
- (IV225X0) Honors Drafting II-Engineering
- (IV235X0) Honors Drafting III-Engineering

### Social Studies

- (43035X0) Honors World History
- (43045X0) Honors American History I: The Founding Principals
- (43055X0) Honors American History II
- (42095X0) Honor American History: The Founding Principals, Civics & Econ

### Foreign Language

- (11412X0) Spanish I
- (11422X0) Spanish II

### Arts Education

- (54152X0) Visual Arts I-Beginning
- (54162X0) Visual Arts II-Intermediate
- (54175X0) Honors Visual Arts III-Proficient
- (54185X0A) Honors Visual Arts IV-Advanced

### Career and Technical Education

#### *Business, Finance and Information Technology*

- (BM205X0) Microsoft Excel/Access Honors
- (BF102X0) Principles of Business and Finance
- (ME115X0) Honors Entrepreneurship I
- (ME125X0) Honors Entrepreneurship II

### Technology Education

- (CS952X0J) CTE Trade and Industrial Advanced Studies

### Internships

- (CS972X0A) CTE Internship

## 2015-2016 Freshman (9<sup>th</sup> Grade)

### Course Listing

This is a listing of the courses projected to be taught in the 2015-2016 school year. Use this listing along with the Course Description Guide and Four-Year Graduation Plan to complete your registration on Power School. Consult with your counselors, teachers, and parents to ensure that you have selected appropriate courses for your individual Pathway and future success. Note that the online registration database (Power School) will list courses alphabetically by department.

*\*All Vernon Malone College and Career Academy graduates will be required to complete Spanish I and Spanish II. They may elect to take higher levels of Spanish.*

#### English

- (10215X0) Honors English I

#### Math

- (21032X0) Common Core Math I

#### Science

- (35015X0) Honors Earth Science

#### Health and Physical Education

- (60492X0) Healthful Living I

#### Career Technical Education

- (BM205X0) Microsoft Excel/Access Honors

#### Social Studies

- (43035X0) Honors World History

#### Foreign Language

- (11412X0) Spanish I\*
- (11422X0) Spanish II\*

#### Electives

- (54152X0) Visual Art I-Beginning
- (IC612X0) Drafting I
- (62032X0) Personal Fitness I (*Spring Only*)

# ART EDUCATION

## **Visual Art I-Beginning**

**(54152X0) – 1 CREDIT**

This course introduces the elements and principles of design through an exploration of a broad range of media. Activities emphasize skills and techniques in the following areas: drawing, painting, graphics, fibers, ceramics, art history, and three-dimensional design (fibers, ceramics, etc.).

## **Visual Art II-Intermediate**

**(54162X0) – 1 CREDIT**

**Recommended prerequisite(s): Visual Arts I-Beginning or portfolio**

This course offers an in-depth study of design through repeated use of art elements and principles, while expanding technical abilities. Design is taught through experiences in the following areas: drawing and painting, art history printmaking (silk screening, lino cuts and/or woodcuts), and three-dimensional design (wood, clay, fibers).

## **Honors Visual Art III-Proficient**

**(54175X0) – 1 CREDIT (HN)**

**Recommended prerequisite(s): Visual Arts II-Intermediate or portfolio**

This level of advanced art involves more in-depth knowledge of processes, media, history, and the development of art. Students understand and apply all skills through a variety of media. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students are encouraged to explore a variety of media, to produce experimental culturally significant works of art, and to gain an extensive knowledge of art history.

## **Honors Visual Art IV-Advanced**

**(54185X0) – 1 CREDIT (HN)**

**Recommended prerequisite(s): Visual Arts III-Proficient or portfolio**

This course offers a concentrated study in areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products to solve problems in terms of the chosen art media, and learn concepts and skills as they relate to personal art expressions. Students will be working towards specific portfolio goals in Drawing/Painting, Color & Design, artist research, and a concentrated area of study where the work will focus on a specific theme or the student's choosing. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

# CAREER MANAGEMENT

## Career Management

**(CC452X0) – 1 CREDIT**

### **Prerequisite: None**

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

# CAREER-TECHNICAL

*BUSINESS, FINANCE AND INFORMATION TECHNOLOGY*

## **Entrepreneurship I (Honors)**

**(ME115X0) – 1 CREDIT (HN)**

### **Recommended for Grades 10-12**

In addition to the standard course requirements for Entrepreneurship I, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

## **Entrepreneurship II (Honors)**

**(ME125X0) -1 CREDIT (HN)**

**Prerequisite: Entrepreneurship I or Small Business Entrepreneurship**

### **Recommended for Grades 11-12**

In addition to the standard course requirements for Entrepreneurship II, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

The Entrepreneurship

## **Principals of Business and Finance**

**(BF102X0) – 1 CREDIT**

### **Prerequisite: None**

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Students will have daily access to computers for application of content to current/real world topics. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Microsoft Excel/Access Honors**

**(BM205X0) – 1 CREDIT (HN)**

In addition to the standard course requirements for Microsoft Excel, and Access 64192A, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

This course can help prepare students for the Microsoft Office Specialist (MOS) certification in Excel and/or Access

<http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

# COOPERATIVE EDUCATION

## **CTE Apprenticeship**

**(CS962X0) – 1 CREDIT**

### **Prerequisite: Two technical credits in one Career Cluster**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. This course is appropriate for occupations that do not require a college degree but require a high level of skill and knowledge.

## **Business Management Cooperative**

**(BB406X0) – 1 CREDIT**

Cooperative education is a method of instruction where CTE instruction is combined with paid employment that is directly related to classroom instruction. Students must register for both the CTE classroom course and Cooperative Education Work component during the same academic year. A student must complete a minimum of 135 hours in a work-based experience.

# DRAFTING

## **Drafting I**

**(IC612X0) – 1 CREDIT**

**Prerequisite: None**

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Drafting II – Architectural (Honors)**

**(IC625X0) – 1 CREDIT (HN)**

**Prerequisite: Drafting I**

In addition to the standard course requirements for Drafting II - Architectural, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

## **Drafting III – Architectural (Honors)**

**(IC635X0) – 1 CREDIT (HN)**

**Prerequisite: Drafting II - Architectural**

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of computer assisted design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

## **Drafting II – Engineering (Honors)**

**(IV225X0) – 1 CREDIT (HN)**

**Prerequisite: Drafting I**

In addition to the standard course requirements for Drafting II - Engineering, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

## **Drafting III – Engineering (Honors)**

**(IV235X0) – 1 CREDIT (HN)**

**Prerequisite: Drafting II - Engineering**

This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.



# ENGLISH

## **Honors English I**

### **(10215X0) – 1 CREDIT (HN)**

This honors course is designed to challenge students. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## **Honors English II**

### **(10225X0) - 1 CREDIT (HN)**

#### **Prerequisite: English I**

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## **Paideia Honors English III**

### **(10235X0P) – 1 CREDIT (HN)**

#### **Prerequisite: English II**

The Paideia Program, an interdisciplinary approach that is part of a comprehensive program drawn from *The Paideia Proposal*, encourages students to think across subject areas and curriculum boundaries. These courses develop students' critical and analytical thinking skills. Great classics, modern works of literature, and original documents are studied within the appropriate historical framework. Teachers use traditional didactic means, weekly seminars, and supervised practice referred to as coaching. The Paideia Program is a two-credit course that covers the English and social studies requirements at each grade level. Students must also register for the corresponding Paideia social studies course.

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected American literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## **Honors English IV**

### **(10245X0) – 1 CREDIT (HN)**

#### **Prerequisite: English III**

This honors course is designed to challenge the students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

**Argument Theory & Practice****(10282X0A) – 1 CREDIT (HN)**

This honors-level course is designed to challenge students to examine argumentation closely and critically. Students will think globally about the history and theories of argument, use critical analysis as they apply new learning to complex texts and consider the elements of argument theory while crafting original writing.

# HEALTH & PHYSICAL EDUCATION

## **Healthful Living I**

**(60492X0) – 1 Credit**

The completion of Healthful Living I is a North Carolina high school graduation requirement. The course consists of the required high school healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education and required by the North Carolina Department of Public Instruction. After completing Healthful Living I students are encouraged to pursue other Healthful Living electives.

Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships.

## **Personal Fitness I**

**(62032X0A) 1 CREDIT**

**Recommended prerequisite(s): Healthful Living I**

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/endurance.

## **Personal Fitness II**

**(62042X0A) 1 CREDIT**

**Recommended prerequisite(s): Personal Fitness I with teacher recommendation**

This course involves continued participation in aerobics, step aerobics, and weight lifting. Other topics such as nutrition and muscle physiology are studied. Personal improvement through an individualized exercise and nutrition plan is stressed in this valuable course. This includes the five components of physical fitness: flexibility, muscular strength and endurance, body composition, and cardiovascular training.

## **Physiology and Fitness of Well-Being (Honors Personal Fitness)**

**(62055X0A) – 1 CREDIT (HN)**

**Recommended prerequisite(s): Healthful Living I, Personal Fitness I**

This course is designed to challenge highly motivated individuals to understand, apply, and achieve levels of improvement in personal fitness and nutrition. Students will through use of various technology tools collect data, chart and analyze their personal levels of physical fitness centered on the (5) Components of Health-Related Fitness. The course will allow students to create and implement personal fitness plans for the course by using the FITT formula. Various self-assessments and analysis will be conducted through reflectively writing those changes that occur in body composition. Students will develop a deeper understanding of the correlation between exercise, nutrition and its lifetime benefits such as the curtailing of obesity and type II diabetes. Students will explore at an intense level the following: Trifit System, heart monitors, core strength training, and research-based topics.

## **Team Sports I**

**(62022X0J) – 1 CREDIT**

**Recommended prerequisite(s): Healthful Living I**

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

**Team Sports II****(62022X0K) – 1 CREDIT****Recommended prerequisite(s): Team Sports I and teacher recommendation**

This course is designed to include the development of a greater in depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills. Please see Team Sports I for a general listing of activities for this elective.

**Lifetime Sports****(62022X0D) – 1 CREDIT****Recommended prerequisite(s): Healthful Living I**

This course is designed to include the development of general personal fitness, and active participation in lifetime sports such as golf, tennis, badminton, table tennis, bowling, archery, racquetball, and pickle ball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis in skill development, game strategies, and safety.

**Lifetime Sports II****(62022X0E) – 1 CREDIT****Recommended prerequisite(s): Lifetime Sports I and teacher recommendation**

This course is designed to include the development of a greater knowledge and application of personal fitness development, demonstration of more advanced skills in lifetime sports. Activities are equally divided within the total weeks of the semester.

# INTERNSHIP

## CTE Internship

**(CS972X0A) – 1 CREDIT**

**Prerequisite: None**

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. A student must complete 135 hours of work-based learning to earn 1 credit.

# MATH

## **Common Core Math I**

**(21032X0) – 1 CREDIT**

### **Recommended prerequisite(s): Mastery of the middle school mathematics curriculum**

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Common Core Math I. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards.

## **Honors Common Core Math II**

**(22015X0) - 1 CREDIT (HN)**

### **Recommended prerequisite(s): Math I**

In Math II, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors Math II explores content at a rigorous level to begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Math II. The final exam is the North Carolina Final Exam for Math II. This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## **Honors Common Core Math III**

**(23015X0) – 1 CREDIT (HN)**

### **Recommended prerequisite(s): Honors Math II**

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. This course fulfills the North Carolina high school graduation requirement for Math III. The final exam is the North Carolina Final Exam for Math III.

**Integrated Math IV Honors****(24025X0) – 1 CREDIT (HN)**

Students in Honors Integrated Math IV continue to deepen and extend their learning from Math II and Math III in order to prepare themselves for topics in Calculus. Honors Integrated Math IV completes the formal study of the elementary functions begun in previous courses. Functions studied include polynomial, exponential, logarithmic, rational, radical, piece-wise, and trigonometric and circular functions and their inverses. Parametric equations, vectors, and infinite sequences and series are also studied. Students focus on the use of technology, modeling, and problem solving.

# SCIENCE

## **Honors Earth Science**

### **(35015X0) – 1 CREDIT (HN)**

This course focuses on inquiry into the functions of the earth's systems. Emphasis is placed on matter, energy, coastal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth systems. Laboratory work is a major component of the course.

## **Honors Biology**

### **(33205X0) - 1 CREDIT (HN)**

Content and principles for biology are taught but in greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in previous science courses. The final exam is the North Carolina Biology End-of-Course Test.

## **Honors Chemistry**

### **(34205X0) - 1 CREDIT (HN)**

#### **Recommended prerequisite(s): Algebra II or concurrent enrollment in Math III**

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Academic Chemistry. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied.

## **Physical Science**

### **(34102X0) – 1 CREDIT**

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science.



# SOCIAL STUDIES

## **Honors World History**

### **(43035X0) – 1 CREDIT (HN)**

This honors course is designed to challenge students. This course will address six periods in the study of world history, with a key focus of study from the mid-15<sup>th</sup> century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

## **Paideia American History I: The Founding Principles (Honors)**

### **(43045X0P) – 1 CREDIT (HN)**

The Paideia Program, an interdisciplinary approach that is part of a comprehensive program drawn from *The Paideia Proposal*, encourages students to think across subject areas and curriculum boundaries. These courses develop students' critical and analytical thinking skills. Great classics, modern works of literature, and original documents are studied within the appropriate historical framework. Teachers use traditional didactic means, weekly seminars, and supervised practice referred to as coaching. The Paideia Program is a two-credit course that includes the English and social studies requirements necessary for grade promotion. Students must also register for the corresponding Paideia English course.

In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

## **American History I – The Founding Principles (Honors)**

### **(43045X0) – 1 CREDIT (HN)**

This honors course is designed to challenge students. In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

## **American History II (Honors)**

### **(43055X0) – 1 CREDIT (HN)**

#### **Recommended prerequisite(s): American History I: The Founding Principles**

This honors course is designed to challenge students. In this course students will examine the political, economic, social, and cultural development of the US from the end of the Reconstruction era to the present times. Students will explore the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause –and –effect relationship between past and present events, recognize patterns of the interactions, and understand the impact of events on the US in an interconnected world.

## **American History: The Founding Principles, Civics & Economics (Honors)**

### **(42095X0) – 1 CREDIT (HN)**

This honors course is designed to challenge students. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

# TECHNOLOGY EDUCATION

## **CTE Trade and Industrial Advanced Studies**

**(CS952X0J) – 1 CREDIT**

### **Prerequisite: Two technical credits in one Career Cluster**

This culminating course is for juniors and seniors who have earned two technical credits in Trade and Industrial Education, one of which is a completer course, in one Career Cluster. 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. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

# WORLD LANGUAGE

## **Spanish I**

### **(11412X0) – 1 CREDIT**

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

## **Spanish II**

### **(11422X0) – 1 CREDIT**

#### **Recommended prerequisite(s): Spanish I**

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

## **Spanish III (Honors)**

### **(11435X0) - 1 CREDIT (HN)**

#### **Recommended prerequisite(s): Spanish II**

Students enrolled in this course have either successfully completed Level I and II course at the middle or high school level or have placed out of Levels I and II due to previous language study and /or established proficiency .

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

## **Spanish IV (Honors)**

### **(11445X0) - 1 CREDIT (HN)**

#### **Recommended prerequisite(s): Spanish III**

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.