Program of Studies 2020-2021

Eastern Randolph High School
Providence Grove High School
Randleman High School
Randolph Early College High School
Southwestern Randolph High School
Trinity High School
Uwharrie Ridge Six-Twelve School
Wheatmore High School
Dear High School Parents and Students,

Welcome to high school! Students, as you prepare for your last four years in the Randolph County School System, we want to provide the best academic options for you and your family. Our school system has a wide range of courses and curricula that will prepare you to be college and career ready. We encourage you and your family to review this high school guide thoroughly and explore the course offerings and descriptions for each pathway.

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st century. The Randolph County School System’s high school program provides students many options based on their career goals, needs and individual interests. Students may choose from a wide array of courses and programs. Choices students make in high school affect the options they have for future education and job opportunities after high school. The Randolph County School System operates under a Student/Parent Informed Choice System or “Open Registration.” Parents/guardians and students should carefully study this high school planning guide and review the course listings and graduation requirements. Parents/guardians and their children should discuss the student’s goals, interests, past school grades, performance on standardized tests, personal habits, attitude toward school, aptitudes, responsibilities outside the school, and other factors that may have an impact on the success of a student in a given course.

Students are encouraged to register in courses providing the highest academic challenge to their abilities. It is the responsibility of the parents, teachers, and school counselors to offer positive guidance and direction in helping a student establish goals and make realistic choices. These goals and choices must commensurate with the student’s ability, interest, and background requirements for graduation and the requirements for admission to post-secondary opportunities. Recognizing the importance of high school to future success, the student and parent/guardian should develop a four-year course of study.

Please keep in mind that all of the courses offered in our district cannot possibly be in the final master schedule for each school. Courses will be scheduled if a sufficient number of students request a course. Some courses may only be offered in alternate years. Therefore, it is important for students to outline a four-year plan.

Students may select courses from fine and performing arts, Career and Technical Education, English language arts, health and physical education, mathematics, JROTC, science, social studies, and world languages. There are also additional course opportunities available via North Carolina Virtual Public School online courses, Randolph County’s Learn Randolph online courses, and through a partnership with the N.C. Community College System. Membership and participation opportunities in numerous clubs, organizations, and teams are also available.

Each student and parent should become familiar with the courses and the importance of each course to the student’s course of study. Each student is required to choose eight (8) courses and alternative courses. Students should sign up only for the courses they want to take. At the time of registration, it is not known what period courses will be taught or what teacher will be teaching the courses. It is the responsibility of all students and their parents/guardians to make sure students are registered for the courses they need in order to meet graduation and college/university admission requirements. Your guidance counselors are also ready to assist you with this process. It is our goal to provide each student with a quality education that will produce life-long learners and productive citizens.
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**Notice of Non-Discrimination**

No student will be denied full or part-time enrollment because of race, color, creed, national origin, sex, age, handicap, or handicap-related condition.

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**Future Ready Occupational Course of Study**

Future Ready Occupational programs are designed to prepare students for the workforce.

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**JROTC**

Junior Reserve Officers Training Corps (JROTC) programs are designed to develop leadership skills and citizenship.

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**Miscellaneous Courses**

Courses in areas such as art, music, and physical education that are not listed under other categories are included in miscellaneous courses.

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**Future Ready Core Curriculum**

The Future Ready Core Curriculum is a set of academic requirements that all students must complete.

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**Functional Skills Curriculum**

The Functional Skills Curriculum focuses on skills that are essential for everyday life.

---

**Career and College Promise**

Career and College Promise programs are designed to help students plan for their future careers and college.

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**High School Plan Template**

A template for creating a high school plan, which includes courses, credits, and other important information.

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**Accreditation**

The school is accredited by the North Carolina State Board of Education.

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**North Carolina Testing Program**

The North Carolina Testing Program is a standardized testing system that assesses student progress.

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**Minimum Instructional Time**

The minimum instructional time for high school students is 180 days.

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**Class Rank**

The class rank is calculated based on academic achievements and participation.

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**Schedule Changes**

Students may request changes to their schedules for various reasons.

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**Credit by Demonstrated Mastery**

Credit by Demonstrated Mastery programs allow students to earn credit for skills and knowledge they have already mastered.

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**Advanced Placement Scholars Program**

The Advanced Placement Scholars Program provides opportunities for students to earn college credit.

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**UNC Minimum Course Requirements for Undergraduate Admissions**

The UNC minimum course requirements for undergraduate admissions include specific courses and credits.

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**JROTC**

JROTC programs are designed to develop leadership skills and citizenship.

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A new Program of Studies is developed each year for incoming freshman. The Program of Studies a student receives his or her freshman year contains the high school graduation requirements as directed by the North Carolina Department of Public Instruction and will follow the student throughout his or her high school career. Since portions of the Program of Studies are subject to change, the most up-to-date version of this year’s Program, as well as copies of the Programs for previous years, can be found on the Randolph County School System (RCSS) Secondary Education webpage (http://www.randolph.k12.nc.us/?DivisionID=19968&DepartmentID=22654). It is our hope that both this Program of Studies as well as online resources will assist students with making course selections and progressing through the high school education programs.

High School Settings

The Randolph County School System (RCSS) offers traditional and non-traditional high school settings. A student’s traditional high school assignment will be based on residency. Attendance at a non-traditional high school will be based on application/acceptance or individualized assignment.

Traditional High Schools

Eastern Randolph High, Providence Grove High, Randleman High, Southwestern Randolph High, Trinity High and Wheatmore High are traditional high schools. Each of these schools offers a full complement of core courses (English, math, science, social studies) as well as extensive offering of electives. In addition to offering electives in the areas of health/physical education and the fine and performing arts, traditional high schools offer a full complement of Career and Technical Education (CTE) courses. Students enrolled in CTE courses have the opportunity to participate in Career and Technical Student Organizations (CTSO) such as FBLA, FFA, DECA, HOSA, and SkillsUSA. Additionally, students enrolled in CTE courses are able to earn industry recognized credentials and/or certification. Several traditional schools also offer opportunities for participation in a JROTC program.

Non-Traditional High Schools

RCCS has two schools for high school students that offer a form of specialized, or non-traditional instruction: Randolph Early College High School and Uwharrie Ridge Six-Twelve School.

2020-2021 Program of Studies

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As second year students, RCC classes are selected based on students' future plans, and students take between one and three Leadership & Communication, Design & Technology, and Public Service. The different schools are designed to provide students an (Associate of Applied Science), while most are working towards an Associate of Arts or Science - College Transfer degree to transfer to as well as a physical education course. By the end of the year they have had the opportunity to take two college courses and earn up to academic support opportunities in the form of academic lab. Additionally, students are each assigned to a seminar class in which they are taught teen leadership and life skills while building relationships with a faculty member and a small group of peers.

As second year students, RCC classes are selected based on students’ future plans, and students take between one and three community college courses. Students are counseled individually in order to select courses that meet their interests as well as their desired course of study. Year-two students are also scheduled into academic lab times and a seminar class to support their college schedules and workload.

During the third and fourth years, students take face-to-face courses, online courses, and hybrid courses. Individual student course loads vary from student to student. High school classes for these students could be semester-long or year-long. Upperclassmen are assigned academic labs to support the workload and stay connected to the high school. Some students are pursuing terminal two-year degrees (Associate of Applied Science), while most are working towards an Associate of Arts or Science - College Transfer degree to transfer to a four-year college or university.

Throughout the school year, RECHS students are exposed to a variety of educational experiences as an extension of the traditional classroom. Field trips to university campuses, opportunities to attend cultural events, and visits to local places of interest expose RECHS students to community resources while building their leadership skills. Guest speakers serve to enhance the community college physical education curriculum while giving students a broadened sense of the agencies available to them in our community. RECHS offers clubs and organizations based on student interests. All students are challenged to participate in volunteerism and community service projects each year in the spirit of giving back to the community and being active, contributing members of society.

Acceptance into the Early College program is through an application process during the student’s eighth-grade year. Interest meetings are held at each of the RCC middle schools. For more information, begin by contacting a student’s current school counselor or principal and visiting the RECHS website accessible from the district homepage.

Uwharrie Ridge Six-Twelve School

Uwharrie Ridge Six-Twelve is a newly designated school that began operation in the 2017-18 school year. Uwharrie Ridge was developed from Uwharrie Middle School which was a traditional middle school serving grades six through eight. Uwharrie Ridge is now a non-traditional school that is designed to serve grades six through twelve and offer a unique educational setting to students. Uwharrie Ridge celebrated the arrival of the first class of high school students for the 2017-18 school year and is excited to see our first graduates in 2021.

Uwharrie Ridge was developed to offer different educational opportunities for students including the school-wide integration of technology. Students at Uwharrie Ridge receive a Chromebook for all classes and teachers focus on the use of technology to deliver individualized instruction to students. Uwharrie Ridge is organized into three small learning communities. These are the schools of Leadership & Communication, Design & Technology, and Public Service. The different schools are designed to provide students an opportunity to receive instruction and curriculum with a career focus of their interest. (Uwharrie Ridge is focused on Leadership & Communication, Design & Technology, and Public Service.)

Uwharrie Ridge is able to offer traditional extra-curricular opportunities, including athletics for middle school students. Uwharrie Ridge continues to build and develop extra-curricular opportunities for high school students.

Randolph Early College High School

Randolph Early College High School (RECHS) is an autonomous high school located on the campus of Randolph Community College (RCC) in Asheboro, North Carolina. RECHS has a maximum enrollment of 400 students. The student body consists of young people from all areas of High Schools. A main goal is to provide students at RECHS the opportunity to earn a high school diploma and an associate’s degree (Associate of Arts or Associate of Science – College Transfer or Associate of Applied Science) in four or five years at little to no cost beyond regular school fees. RECHS celebrated its first graduation on May 19, 2010 having opened its doors to the initial cohort of freshmen in August 2006. The school mascot is the Raven. School colors are red, black, and silver.

RECHS is supported in part by North Carolina’s Cooperative Innovative High School Program and promotes a common instructional framework that drives instructional practice: every student reads, writes, thinks, and talks in every classroom every day. In collaboration with Randolph Community College, students are given the opportunity to take their core academic high school classes while also taking community college courses that prepare them for post-high school education and the world of work.

During their first year, students take a humanities/arts course and/or a social/behavioral science course with RCC each semester, as well as a physical education course. By the end of the year the student has had the opportunity to take two college courses and earn up to 6 semester-hours of college credit. Simultaneously, the students take two high school academic classes each semester and have weekly academic support opportunities in the form of academic lab. Additionally, students are each assigned to a seminar class in which they are taught teen leadership and life skills while building relationships with a faculty member and a small group of peers.

As second year students, RCC classes are selected based on students’ future plans, and students take between one and three community college courses. Students are counseled individually in order to select courses that meet their interests as well as their desired course of study. Year-two students are also scheduled into academic lab times and a seminar class to support their college schedules and workload.

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Throughout the school year, RECHS students are exposed to a variety of educational experiences as an extension of the traditional classroom. Field trips to university campuses, opportunities to attend cultural events, and visits to local places of interest expose RECHS students to community resources while building their leadership skills. Guest speakers serve to enhance the community college physical education curriculum while giving students a broadened sense of the agencies available to them in our community. RECHS offers clubs and organizations based on student interests. All students are challenged to participate in volunteerism and community service projects each year in the spirit of giving back to the community and being active, contributing members of society.

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Planning Your High School Course of Study

During the next few years, you will be responsible for making many significant decisions about your future. Among these will be decisions on a course of study that will be both interesting and beneficial to you now and in the future. The information contained in the Program of Studies Handbook is designed to help you. We hope that you consider carefully the variety and content of course offerings and select those that will coincide with your future plans, your interests, and your abilities.

In planning your individual program, you will want to study thoroughly the basic requirements for graduation. Beyond the graduation requirements you should give careful consideration to your choice of electives and interest courses, which will better prepare you for your future endeavors.

The Randolph County School System will offer the Future Ready Core course of study for all students.

- **The Future Ready Core** course of study is designed to provide students with a strong academic foundation so that they will have as many options as possible when they graduate from high school. This insures that it is never too late for a student to decide what they want to do when they graduate and prepares them for 21st-century opportunities.

Technical institutes, community colleges, and four-year colleges have varying requirements; therefore, students are encouraged to investigate the specific requirements of their institutions of choice and choose high school coursework accordingly.

Each member of the faculty, staff, and administration is willing to assist you. We all encourage you to take advantage of every opportunity to determine what you need to achieve your immediate and lifetime goals.

Parents are encouraged to help students in planning their course selections throughout their high school years. This process begins prior to students entering high school. Careful planning, as early as the 8th grade, will ensure that students have completed the necessary requirements needed for specialized programs. Parents may make an appointment to discuss their child’s program by calling the guidance office at the high school he/she attends.

Students who have personal goals in mind such as college entrance or technical training (nurses, technicians, dental hygienists, etc.), which require education beyond high school, should determine the general requirements for entrance into those programs. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus while they are still in high school. Information regarding the Career and College Promise (CCP) program and other programs are available in the guidance office, and from Career Development Coordinators and Career Coaches in each school.

Enrollment in Uwharrie Ridge for middle school grades is based on traditional feeder school patterns and residence within the Southwestern quadrant. Each high school grade level is limited to 75 students. Enrollment into the high school is based on a three tier process. Tier 1 enrollment is drawn from students currently enrolled in the eighth grade at Uwharrie Ridge. Tier 2 is for eighth grade students currently at Southwestern Randolph Middle School and Tier 3 is for students that reside outside of the Southwestern quadrant. Students are selected based on a lottery system after completing a Uwharrie Ridge Intent form.

Interest meetings are held at each school in the Southwestern quadrant for rising 9th Graders. If a high school aged student has relocated to Randolph County and is interested in attending Uwharrie Ridge, please contact the guidance office of your assigned school as well as Uwharrie Ridge. For more information please contact Uwharrie Ridge by visiting the school website at http://urs.randolph.k12.nc.us/.

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**Future Ready Core Curriculum**

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

The State Board of Education approved a high school core course of study framework to be implemented with students. The framework establishes a core of 22* credit units identified as critical to student preparation for the economic and societal demands of the 21st century. Within the 22* credit units are six elective units. The Future Ready Core requires at least two of the six elective units to be a combination of Career and Technical Education (CTE), fine and performing arts (Arts education), or world language.

The Future Ready Core curriculum includes the following course requirements:
- 4 units of English
- 4 units of mathematics
- 3 units of science
- 4 units of social studies
- 1 unit of health/physical education
- 6 units of electives

**Career and College Ready Graduate (CCRG)**

The State Board of Community Colleges (SBCC) in consultation with the State Board of Education (SBOE) is required, Section 10.13 of S.L. 2015-241, to develop a program that introduces the college developmental math, reading, and English curriculum in the high school senior year. High school seniors that are not career and college ready by the end of their junior year, will have opportunities for college remediation prior to high school graduation through cooperation with community college partners. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBOE. Information regarding CCRG are available in the guidance office and from school administrators.

*The Randolph County School System imposes local requirements in addition to the Future Ready Core totaling a minimum of 28 credits for a high school diploma.*

**Graduation Requirements**

In the Randolph County School System, students may begin earning credits toward graduation in the ninth grade (high school). Some courses taken at the middle school level are eligible to receive high school credit. These courses, when completed in middle school, are not counted in a student’s high school grade point average (GPA). Earning high school credit in middle school does not necessarily allow students to graduate early. Students must successfully complete his/her maximum potential for earning credit over a four-year span less four credits. Maximum potential is defined as an individual student’s opportunity to earn all high school credits available within an academic year.

The minimum number of credits needed to graduate from the Randolph County School System is twenty-eight (28). Students can potentially earn thirty-two (32) or more credits while in high school. The minimum number of credits needed to graduate is based upon the student’s maximum potential less four credits. No student will be allowed to graduate without meeting North Carolina and/or the Randolph County School System minimum requirements.

An outline of high school graduation requirements can be found in the chart on the next page.

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**Future Ready Core Curriculum**

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

The State Board of Education approved a high school core course of study framework to be implemented with students. The framework establishes a core of 22* credit units identified as critical to student preparation for the economic and societal demands of the 21st century. Within the 22* credit units are six elective units. The Future Ready Core requires at least two of the six elective units to be a combination of Career and Technical Education (CTE), fine and performing arts (Arts education), or world language.

The Future Ready Core curriculum includes the following course requirements:
- 4 units of English
- 4 units of mathematics
- 3 units of science
- 4 units of social studies
- 1 unit of health/physical education
- 6 units of electives

**Career and College Ready Graduate (CCRG)**

The State Board of Community Colleges (SBCC) in consultation with the State Board of Education (SBOE) is required, Section 10.13 of S.L. 2015-241, to develop a program that introduces the college developmental math, reading, and English curriculum in the high school senior year. High school seniors that are not career and college ready by the end of their junior year, will have opportunities for college remediation prior to high school graduation through cooperation with community college partners. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBOE. Information regarding CCRG are available in the guidance office and from school administrators.

*The Randolph County School System imposes local requirements in addition to the Future Ready Core totaling a minimum of 28 credits for a high school diploma.*

**Graduation Requirements**

In the Randolph County School System, students may begin earning credits toward graduation in the ninth grade (high school). Some courses taken at the middle school level are eligible to receive high school credit. These courses, when completed in middle school, are not counted in a student’s high school grade point average (GPA). Earning high school credit in middle school does not necessarily allow students to graduate early. Students must successfully complete his/her maximum potential for earning credit over a four-year span less four credits. Maximum potential is defined as an individual student’s opportunity to earn all high school credits available within an academic year.

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### CONTENT AREA

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<td><strong>English</strong></td>
<td>4 Credits English I, II, III, IV or a designated combination of 4 courses</td>
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<td><strong>Mathematics</strong></td>
<td>4 Credits NC Math 1, NC Math 2, NC Math 3 4th Math Course to be aligned with the student’s post high school plans. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence; except as limited by N.C.G.S. §115C-8(d), the student will be required to pass NC Math 1 and NC Math 2 plus two additional courses identified on the NC SPI Math options chart.</td>
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<td><strong>Science</strong></td>
<td>3 Credits Earth/Environmental Science, Biology, and a physical science course (Physical Science, Chemistry or Physics)</td>
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<td><strong>Social Studies</strong></td>
<td>For students entering 9th grade for the first time in 2019-2020 or before: 4 Credits World History, American History: Founding Principles-Civics and Economics, American History I and American History II; OR AP* US History and an additional social studies course**</td>
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<tr>
<td><strong>World Languages</strong></td>
<td>Not required for high school graduation. A two-credit sequence in the same world language is required for admission to a university in the UNC system.</td>
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<tr>
<td><strong>Health and Physical Education</strong></td>
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<tr>
<td><strong>Electives or other requirements</strong>*</td>
<td>6 Credits or a designated combination of 4 courses</td>
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<tr>
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**Total** 22 credits plus any local requirements (RCSS requires additional electives for a total of 28 credits)

---

### Additional Requirements:
- OCS courses aligned with Future Ready Core courses in English I, English II, Math I, and Biology.
- A student takes AP*US History instead of taking American History and American History II must also take an additional elective social studies course in order to meet the four credits requirement.
- Examples of electives include Arts Education, JROTC and other courses that are of interest to the student.
- Students must complete a specified number of school-based and community-based training hours, see the OCS section of this document for more information.

Randolph County School System 7 Program of Studies 2020-2021

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- Examples of electives include Arts Education, JROTC and other courses that are of interest to the student.
- Students must complete a specified number of school-based and community-based training hours, see the OCS section of this document for more information.
Students who complete all graduation requirements receive a diploma of graduation. Students have the opportunity to earn endorsements to their high school diploma (GCS-L-007). Students must meet all requirements set forth in State Board Policy GCS-N-004 “State Graduation Requirements” related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed below.

### HIGH SCHOOL DIPLOMA ENDORSEMENTS

**Beginning with Class of 2014-2015**

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**Additional Requirements**

- Complete a CTE concentration in one of the approved CTE Cluster areas (see Career and Technical Education section of this publication)
- Earn at least one industry-recognized credential

**Cumulative GPA**

- 2.6 (unweighted)
- 2.6 (unweighted)
- 2.5 (weighted)
- 3.5 (unweighted)

Students who qualify for special endorsement recognition

- will be designated by the State Board of Education as having achieved an endorsement;
- will receive a seal of recognition attached to their diploma;
- will have their specific endorsement(s) listed on their official academic transcript;
- may receive special recognition at graduation exercises and other community events;
- may be considered for scholarships or employment opportunities; and
- may use this special recognition in applying to post-secondary institutions.

### HIGH SCHOOL DIPLOMA ENDORSEMENTS

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- may use this special recognition in applying to post-secondary institutions.
Awards are added to students' online score reports in mid-August. Students earning an award will be notified by email. The AP online, and the award is acknowledged on any AP score report that is sent to colleges after the award has been conferred. AP Scholar Awards are added to students' online score reports in mid-August. Students earning an award will be notified by email.

The AP® Scholar Award levels are outlined below.

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<thead>
<tr>
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<tbody>
<tr>
<td>AP® Scholar</td>
<td>Granted to students who receive scores of 3 or higher on three or more AP® Exams</td>
</tr>
<tr>
<td>AP® Scholar with Honor</td>
<td>Granted to students who receive an average score of at least 3.25 on all AP® Exams taken; and Scores of 3 or higher on four or more of these exams</td>
</tr>
<tr>
<td>AP® Scholar with Distinction</td>
<td>Granted to students who receive an average score of at least 3.5 on all AP® Exams taken; and Scores of 3 or higher on five or more of these exams</td>
</tr>
<tr>
<td>State AP® Scholar</td>
<td>Granted to one male and one female student in NC with scores of 3 or higher on the greatest number of AP® Exams; and the highest average score (at least 3.5) on all AP® Exams taken</td>
</tr>
<tr>
<td>National AP® Scholar</td>
<td>Granted to students in the US who receive an average score of at least 4 on all AP® Exams taken; and Scores of 4 or higher on five or more of these exams</td>
</tr>
</tbody>
</table>

AP Capstone™ Diploma Recognition

The AP Capstone™ Diploma Recognition program is available through the AP® Academy at Southwestern Randolph High School. AP Capstone™ is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone™ is built of the foundation of two courses - AP® Seminar and AP® Research - and is designed to complement and the in-depth, discipline specific study provided through AP® courses. Students who earn scores of 3 or higher in both of the AP Capstone™ course and on four additional AP® exams will receive the AP® Capstone Diploma™. Alternatively, students who earn scores of 3 or higher in AP® Seminar and AP® Research will receive the AP® Seminar and Research Certificate™ signifying their attainment of college-level academic and research skills.

The SWRHS AP® Academy is a rigorous academic program for students who are serious about attending a 4-year college and want to gain a competitive admissions edge to our nation’s top universities. The AP® Academy provides a small supportive learning community focused on collaboration, rigorous instruction, and academic achievement. The AP® Academy begins in 9th grade with AP® Environmental Science and culminates with the AP® Capstone™ Seminar and Research classes. Students complete at least 6 AP® classes through the AP® Academy following a series of recommended courses. Enrollment is open to rising 9th grade students who meet academic requirements. The application process begins in early spring.

### NORTH CAROLINA TESTING PROGRAM

End-of-Course (EOC)

End-of-Course Tests (EOCs) will be administered for the following courses: NC Math 1, NC Math 3, Biology and English II. All students enrolled in these courses must take the EOC test. Scores on EOC tests will count 25% toward the student’s final grade in the course. Students must also meet the local performance standards to receive credit for the course. These standards include achieving an overall final course average of 60 or above; and meeting the county attendance requirement.

ACT® North Carolina

North Carolina adopted the ACT® suite of assessments as part of its accountability model. In addition to measuring college and career readiness, the ACT® assessment products provide additional diagnostic tools for students and their teachers. Each of the ACT® assessment products are outlined below.
The PSAT/NMSQT® gives students practice with the SAT® test and provides career and college readiness benchmarks to support student success. Student scores from the PSAT/NMSQT® may be used for determining college readiness and eligibility for Career and College Promise, Advanced Placement® courses, NC Governor’s School, and other academic opportunities. This test is generally offered to interested students each fall. Please see your school counselor for information on registering for this test.

Juniors who take the PSAT/NMSQT® are automatically screened for the National Merit® Scholarship Program, an academic competition for recognition and scholarships. For more information about the National Merit® Scholarship Program, visit their website at www.nationalmerit.org.

The SAT® is used as a college admissions test, the SAT® measures what students learn in high school to determine academic readiness for college. Students are assessed in three areas: reading, writing and language, and mathematics. The SAT® is not administered as part of the high school testing program although many high schools in the Randolph County School System serve as testing centers for one or more test dates each year. Students who wish to register for the SAT® should visit www.collegeboard.org to find a test date and location that works best in his/her schedule. A registration fee is required.

Arméd Services Vocational Aptitude Battery (ASVAB)

The Armed Services Vocational Aptitude Battery (ASVAB) is a test of mechanical and technical skills that can be used to predict vocational aptitudes and interests. The results from this test can be helpful in making career choices. The ASVAB is used to qualify for all branches of the military services.

Minimum Instructional Time

High schools are required to provide a minimum of 6.0 hours per day of instructional time. High school students shall carry a course load equal to the number of instructional periods in the school day, unless special permission is given by the principal. Students approved for Career and College Promise (CCP) programs for dual enrollment in community college courses are exempt from this policy. Courses must be designed with a minimum of 135 contact hours for students to receive course credit.
Admission information, as well as application and scholarship timelines, may be accessed on the college's website or by requesting a section in this publication for further information.

Prerequisites may vary slightly from school to school based on individual school registration sheets. When seats are limited, preference will be given first to seniors who require the course to meet graduation requirements or to complete a CTE concentration. Some programs of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge will be earned and shown on the transcript. The school/district will not grant a numeric or letter grade for the course and the course will not be included in the student's grade point average (GPA) calculation.

Credit by Demonstrated Mastery (CDM)

North Carolina State BOE policy GCS-M-001 Section 8 Credit by Demonstrated Mastery (CDM) is the process by which each school district shall, based upon a body of evidence, award a student credit for a high school course without requiring the student to complete the classroom instruction or enroll in the course for a certain amount of seat time. Mastery is defined as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material. In other words, CDM allows students with deep understanding of the content prior to taking the course, to receive a high school course credit. The intention of this policy is to enable students to access more advanced content to meet their academic needs. CDM is a multi-phase assessment process that builds a body of evidence that allows a committee to determine if a student has a deep understanding of the standards for the course or subject area, thereby earning credit for the course without experiencing it in the school setting. CDM can only be earned for standard level courses. Students who demonstrate mastery, through the CDM process, shall receive credit for the course toward graduation requirements. Credit shall be indicated on a student’s transcript and, where applicable, a “PASS” will be earned and shown on the transcript. The school/district will not grant a numeric or letter grade for the course and the course will not be included in the student’s grade point average (GPA) calculation.

The CDM program provides an opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early. This option is not designed to replace existing accelerated pathways, such as Honors, Advanced Placement® or Career and College Promise Courses, but is intended to allow select students the opportunity to bypass a course in which they already excel. All Randolph County School System high school students may apply to earn credit for high-school level courses offered in grades 9-12. Opportunities will generally be offered twice per year, once each semester, to earn CDM and inform placement for the upcoming school year. Please see your school counselor or visit the district webpage for a list of available CDM courses and for more information regarding this process.

Course Selection

Each student served by the Randolph County School System may request any course listed in this planning guide. However, not all courses are available at all schools due to minimum enrollment guidelines and adequate staffing and materials. Recommended prerequisites may vary slightly from school to school based on individual school registration sheets. When seats are limited, preference will be given first to seniors who require the course to meet graduation requirements or to complete a CTE concentration. Some programs or courses with limited enrollment may require an application process.

Students should give careful consideration to the courses and alternate selections when registering each year. Students should understand they may be enrolled in alternate courses if their course preferences are not available. Please reference “Schedule Changes” section in this publication for further information.

Suggestions for College-Bound Students

Students who intend to apply for admission to colleges/universities should obtain the requirements for the institutions they are considering. Admission information, as well as application and scholarship timelines, may be accessed on the college’s website or by requesting information from a college admissions counselor. Acquiring this information in advance will help students select the appropriate courses to meet admission requirements for the college/university of their choice. If students are uncertain about their college choice or future plans, they should follow the UNC Minimum Admission Requirements (MARs) for undergraduate admissions. Students should also prepare for and complete college admissions tests offered through ACT® and/or SAT®.

UNC Minimum Course Requirements for Undergraduate Admissions

The minimum high school course requirements needed for admission to any of the 16 University of North Carolina institutions are listed below:

- 4 units of English, emphasizing grammar, composition and literature and;
- 2 units of a language other than English,
- 4 units of mathematics (NC Math 1, NC Math 2, NC Math 3, and a higher level math course)
- 3 units of Science, including at least one unit in a life or biological science (for example, biology), at least one unit in physical science (for example, physical science, chemistry, physics), and at least one laboratory course.
- 2 units of social studies (American History and one other)

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The CDM program provides an opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early. This option is not designed to replace existing accelerated pathways, such as Honors, Advanced Placement® or Career and College Promise Courses, but is intended to allow select students the opportunity to bypass a course in which they already excel. All Randolph County School System high school students may apply to earn credit for high-school level courses offered in grades 9-12. Opportunities will generally be offered twice per year, once each semester, to earn CDM and inform placement for the upcoming school year. Please see your school counselor or visit the district webpage for a list of available CDM courses and for more information regarding this process.

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Students should give careful consideration to the courses and alternate selections when registering each year. Students should understand they may be enrolled in alternate courses if their course preferences are not available. Please reference “Schedule Changes” section in this publication for further information.

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Students who intend to apply for admission to colleges/universities should obtain the requirements for the institutions they are considering. Admission information, as well as application and scholarship timelines, may be accessed on the college’s website or by requesting information from a college admissions counselor. Acquiring this information in advance will help students select the appropriate courses to meet admission requirements for the college/university of their choice. If students are uncertain about their college choice or future plans, they should follow the UNC Minimum Admission Requirements (MARs) for undergraduate admissions. Students should also prepare for and complete college admissions tests offered through ACT® and/or SAT®.

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- 2 units of social studies (American History and one other)

From the given text, we can extract the following key points:

- Admission information, application, and scholarship timelines can be accessed on the college's website or through a request in the publication.
- Prerequisites may vary from school to school based on individual school registration sheets.
- When seats are limited, preference is given to seniors who require the course for graduation or CTE concentration.
- CDM allows students with deep understanding of the content prior to taking the course to receive credit.
- Credit by Demonstrated Mastery (CDM) is a high school course that students can earn without attending the class or completing the course.
- The CDM program is available to all students, and opportunities are generally offered twice per year.
- Students should give careful consideration to courses and alternate selections when registering each year.
Academically and Intellectually Gifted (AIG) students are encouraged to enroll in rigorous courses of study. Identified students are eligible and strongly encouraged to participate in College and Career Promise (CCP), Honors, and Advanced Placement (AP) courses.

Honors Courses
RCSS requires documentation of the rigor of honors level courses. RCSS has developed extensive guidelines which include course pacing, enrichment topics and higher levels of assessment in order to meet the requirement. Students enrolling in an honors level course must understand and be prepared to meet these academic standards.

Advanced Placement® Courses
AP® Courses are college level courses that follow curricula determined by The College Board. Course content, pace, and academic rigor are geared to prepare students to take the AP® exams. Nearly all colleges and universities in the nation offer college credit to students who score at certain levels on the individual AP® examinations. Students enrolling in AP® courses should be prepared to devote adequate time to college-level homework, reading and independent study. Some AP® courses are taught year-long with honors credit awarded the first semester and AP® credit awarded the second semester. Because AP® courses carry extra quality points, students are expected to take the AP® exam and complete the portfolio component (if applicable) for each course in which they are enrolled. The AP® exams are given at each high school in the spring semester for courses taught at a specific school. AP® exam dates are determined by The College Board and are published well in advance. Students enrolling in AP® courses will be tested on the dates established by The College Board. A student that fails to take the AP® exam on the scheduled date will incur an additional fee if they take the exam on an alternative/make-up date. For more information on AP® exams and fees, please visit https://apstudent.collegeboard.org.

Career and College Promise Courses
Success in today’s global economy may require a two-or-four-year degree, a certificate or diploma. Through Career & College Promise (CCP), qualified high school students in North Carolina have the opportunity to pursue these tuition free options while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. On August 1, 2019 new legislation in the form of Senate Bill 366 granted 9th and 10th grade students identified as AIG the opportunity to access CCP classes. The RCSS and Randolph Community College will work together to provide course options for 9th and 10th graders. Juniors and Seniors who qualify for CCP may enroll in community college courses as part of the regular school day. Students will register for these courses as they register for their other high school classes. While not part of the state requirement, RCSS currently purchases textbooks for students to use in their CCP courses. Enrollees must be capable of completing college level course work. CCP courses are assigned a numeric grade just like all high school course and the high school course credit is assigned based on this numeric grade. Information concerning the quality points awarded for some CCP courses can be found in the Career and College Promise Program section of this Program of Studies. CCP course grades are calculated into the grade point average.

Suggested Courses for Academically and Intellectually Gifted (AIG) Students
Academically and Intellectually Gifted (AIG) students are encouraged to enroll in rigorous courses of study. Identified students are eligible and strongly encouraged to participate in College and Career Promise (CCP), Honors, and Advanced Placement (AP) courses.

Honors Courses
RCSS requires documentation of the rigor of honors level courses. RCSS has developed extensive guidelines which include course pacing, enrichment topics and higher levels of assessment in order to meet the requirement. Students enrolling in an honors level course must understand and be prepared to meet these academic standards.

Advanced Placement® Courses
AP® Courses are college level courses that follow curricula determined by The College Board. Course content, pace, and academic rigor are geared to prepare students to take the AP® exams. Nearly all colleges and universities in the nation offer college credit to students who score at certain levels on the individual AP® examinations. Students enrolling in AP® courses should be prepared to devote adequate time to college-level homework, reading and independent study. Some AP® courses are taught year-long with honors credit awarded the first semester and AP® credit awarded the second semester. Because AP® courses carry extra quality points, students are expected to take the AP® exam and complete the portfolio component (if applicable) for each course in which they are enrolled. The AP® exams are given at each high school in the spring semester for courses taught at a specific school. AP® exam dates are determined by The College Board and are published well in advance. Students enrolling in AP® courses will be tested on the dates established by The College Board. A student that fails to take the AP® exam on the scheduled date will incur an additional fee if they take the exam on an alternative/make-up date. For more information on AP® exams and fees, please visit https://apstudent.collegeboard.org.

Career and College Promise Courses
Success in today’s global economy may require a two-or-four-year degree, a certificate or diploma. Through Career & College Promise (CCP), qualified high school students in North Carolina have the opportunity to pursue these tuition free options while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. On August 1, 2019 new legislation in the form of Senate Bill 366 granted 9th and 10th grade students identified as AIG the opportunity to access CCP classes. The RCSS and Randolph Community College will work together to provide course options for 9th and 10th graders. Juniors and Seniors who qualify for CCP may enroll in community college courses as part of the regular school day. Students will register for these courses as they register for their other high school classes. While not part of the state requirement, RCSS currently purchases textbooks for students to use in their CCP courses. Enrollees must be capable of completing college level course work. CCP courses are assigned a numeric grade just like all high school course and the high school course credit is assigned based on this numeric grade. Information concerning the quality points awarded for some CCP courses can be found in the Career and College Promise Program section of this Program of Studies. CCP course grades are calculated into the grade point average.
The Randolph County School System offers multiple levels of instruction in most course areas. The levels of course instruction follow the mandated state system for academic course levels and for the weighting of grades. The weighted grading system varies for students depending on when they first entered ninth grade and is outlined below.

### Academic Course Levels

- **Advanced Placement (AP)**
- **Career and College Promise (CCP)**
- **Honors**
- **Standard**

#### Academic Course Levels and Associated Weights

<table>
<thead>
<tr>
<th>Academic Course Levels</th>
<th>Students Entering 9th grade 2015-2016 and later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement (AP)</td>
<td>Students successfully completing coursework at the AP level receive additional weight toward the high school GPA.</td>
</tr>
<tr>
<td>Career and College Promise (CCP)</td>
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</tr>
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<td>Honors</td>
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</tr>
<tr>
<td>Standard</td>
<td>Students entering 9th grade 2015-2016 and later</td>
</tr>
</tbody>
</table>

#### Quality Points by Letter Grade

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>AP</th>
<th>CCP (College Transfer)</th>
<th>Honors</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>5</td>
<td>4.5</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>4</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>3</td>
<td>2.5</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- **Advanced Placement (AP)**: Students successfully completing coursework at the AP level receive additional weight toward the high school GPA.
- **Career and College Promise (CCP)**: Students successfully completing coursework at the AP level receive additional weight toward the high school GPA.
- **Honors**: Students entering 9th grade 2015-2016 and later
- **Standard**: Students entering 9th grade 2015-2016 and later
Grading Scale
All North Carolina high schools use a ten-point grading scale as approved by the North Carolina State Board of Education. Grades are awarded at the end of the semester (or conclusion of the course when shorter or longer than one semester) by calculating the student’s overall class average (75%) with the final exam grade (25%). Please note that final marks of FF (Failure Due to Attendance) and WF (Withdrawn Failing) will be computed in the grade point average and the student ranking process as a course attempted and failed. The following marks will not be computed in the grade point average and the student ranking process.

<table>
<thead>
<tr>
<th>Grade Earned</th>
<th>Grade Range</th>
<th>Grade Earned</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>F</td>
<td>Below 60</td>
</tr>
<tr>
<td>FF</td>
<td>Failure due to excessive absences/attendance</td>
<td>FF</td>
<td>Failure due to excessive absences/attendance</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Incomplete Grades
Incomplete grades are assigned at the principal’s discretion when students have not completed all assignments and/or have an insufficient number of grades to determine a final grade. Students have until the end of the next grading period to complete all work. If the work is not completed with the prescribed time, the grade awarded will not exceed 59.

Retaking Courses Previously Failed (Grade Suppression)
Repeating a course for credit refers to a high school course retaken via any delivery method or academic level when the entire Standard Course of Study for that course is being taught to the student for a second time (NCSBE Policy GCS-M-001, GS 115C-81). A student wishing to repeat a course for credit will receive a grade and take the associated NC Final Exam, CTE post assessment or local final exam. For courses requiring and End-of-Course (EOC) exam, students who have already made a Level III, IV or V on the associated EOC exam may elect to either retake the EOC exam or use the previous passing EOC exam score as 25% of their final grade. If the student did not previously make a Level III, IV or V on the EOC exam, the student is required to take the EOC exam associated with the course. If the student retakes the EOC exam, the higher of the two scores will be used in the calculation of the final grade. Upon completion of the repeated course, the previous grade earned shall be replaced by the new grade. The new grade will then be factored in calculating the student’s grade point average. All EOC exams administered for a repeating course must be administered during the NCDPI specified testing window.

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Randolph County School System 14 Program of Studies 2020-2021
Randolph County School System 14 Program of Studies 2020-2021
Course Withdrawal Penalty

Students are not allowed to drop any course after the first five days of each semester. If a student withdraws from a NCVPS or CCP course after the five-day period, the course is counted as a course attempted and a failing grade is recorded. A grade of 59 will be recorded if a student fails a course; if a student is failing a course, the actual grade earned will be recorded.

Students enrolled in CCP courses through Randolph Community College (RCC) and wish to withdraw from those courses at any time must complete the official drop form at RCC within their designated timeframe. Students enrolled in CCP courses may be deemed ineligible for certain college scholarships and financial aid/awards if they fail or drop courses after the designated time periods.

Online Course Offerings

In some instances, students may take advantage of online learning opportunities through the NC Department of Public Instruction’s North Carolina Virtual Public School (NCVPS), North Carolina School of Science and Math (NCSSM), and North Carolina’s Career and College Promise (CCP) via Randolph Community College. Through a variety of online management systems, students may take a wide variety of courses, including AP® and college courses that may not have access to at their high school.

Students must be self-motivated and have basic word processing and internet skills to be successful in online courses. Students meet in a computer lab on the high school campus and are supported by an on-site facilitator. Students communicate with the teacher electronically and with fellow students through online discussions. Textbooks and other print and hands-on materials may be used in addition to the electronic resources within the course.

While distance learning opportunities can provide tremendous benefits to students, there are specific learner characteristics that promote greater student success in online learning environments. Enrollment in these courses is limited and requires the approval of the school principal, the school counselor, and the student’s parent/guardian. Priority consideration for registration is given to seniors and juniors. Registration dates and course offerings will be communicated to students each spring. Students should speak directly to their counselor if they are interested in taking courses through NCVPS or CCP. Registration inquiries and requests should be given directly to the student’s school counselor.

Additional information, including projected course offerings can be found on each institution’s website:

- North Carolina Virtual Public School (NCVPS): www.ncvps.org
- North Carolina School of Math and Science (NCSMS): www.ncsasm.edu
- Career and College Promise (CCP): www.randolph.edu/career-college-promise

The Randolph County School System’s virtual opportunity for students is iLearn Randolph. Various online courses, both core academic and elective, are offered to students through Canvas, our learning management system. iLearn Randolph offers students the flexibility to work as an apprentice or intern during part of their school day and access the online course outside of the school day. Additionally, students who may need to earn more than four credits in one semester can utilize iLearn Randolph. Students interested in iLearn Randolph should contact their school counselor for more information.

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Schedule Changes

The development of a school master schedule requires much planning and careful course considerations. Therefore, it is necessary to limit the number and reasons for schedule changes to protect the integrity of the planning process and overall balance of the school master schedule. Every attempt will be made to schedule students in the courses they need prior to the opening of school.

Requests for a schedule change will be considered

(a) When a student needs to balance his/her academic load.
   (This will be done only on a “space available” basis.)

(b) When a student needs to sequence courses.
   (This will be done only on a “space available” basis.)

(c) When a student receives a course for which he/she did not register.
   (When a student registers for an alternate course, the student has registered for the course.)

(d) When a student passes a course that he/she assumed he/she would fail.

(e) When a student fails a course required for graduation.
   (This will be done only on a “space available” basis, unless the student is a senior.)

When a student meets one or more of the criteria above, he/she may request a schedule change by scheduling an appointment with the school counselor during the summer or another designated time.

Promotion to Next Grade Level

A student’s grade level is determined by his/her progress toward completing graduation requirements and is calculated using the student’s maximum potential* less the number of credits acceptable to still maintain satisfactory progress toward graduation. An outline of credits required to be promoted to the next grade level is listed below.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Required</th>
<th>Example with maximum potential based on a four-course semester schedule (8 credits per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 (Freshman)</td>
<td>Promoted from 8th grade</td>
<td></td>
</tr>
<tr>
<td>10 (Sophomore)</td>
<td>Maximum potential less two credits</td>
<td>6</td>
</tr>
<tr>
<td>11 (Junior)</td>
<td>Maximum potential less three credits</td>
<td>13</td>
</tr>
<tr>
<td>12 (Senior)</td>
<td>Maximum potential less four credits</td>
<td>20</td>
</tr>
<tr>
<td>Graduate</td>
<td>Maximum potential less four credits</td>
<td>28</td>
</tr>
</tbody>
</table>

*Maximum potential is defined as an individual student’s opportunity to earn high school credits available within an academic year. There are select high school course opportunities available in middle school (ex. NC Math 1). These courses are eligible for high school credit and will be added to the cumulative units of credit, but are not calculated into the high school GPA.

Class Rank

The class rank is based on a weighted grade point average based on the guidelines outlined in the Course Levels section above. Class rank is generally calculated at the end of each semester when final grades are posted. A student may find his/her class ranking listed on the official high school transcript.

Transfer Students and Weighted Course Credit

Students transferring from another school system into the Randolph County School System will be given weighted credit for a course designated by the sending school system as honors or AP® only when a comparable course is designated as honors or AP® in the Randolph County School System. Transcripts of students transferring from alternative settings shall be evaluated individually to determine weighted transfer credits awarded by the Randolph County School System.

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Graduation Exercises
To be eligible to participate in the graduation exercises (the commencement exercises), a student must be eligible to receive a diploma or a certificate and be in good standing (free of disciplinary and financial encumbrances) on the date and time of the graduation program. Participation in graduation exercises is a privilege that must be earned.

Athletic Participation
Students must meet certain academic and attendance requirements to be eligible to participate in the high school athletic program.

**Attendance:** A student must have been in attendance for at least 85 percent of the previous semester at an approved high school.

**Academic:** A student must have passed three courses during the preceding semester for schools on the “block” schedule or five courses in the traditional school schedule. Courses earned through Credit by Demonstrated Mastery (CDM) do not count toward athletic participation eligibility. Some courses, such as Peer Tutor, Office Assistant or Science Lab Assistant, do not receive credit and do not count toward athletic academic eligibility. A student must also be promoted to the next grade level. Rising first time freshmen are automatically academically eligible to participate in athletics during the first semester of their high school career.

Driver’s License Eligibility
The Graduated Licensing Law states that students must stay in school (cannot drop out) and must pass at least 70 percent of courses attempted each semester. Students enrolled in four credit-bearing courses during a semester must pass three out of the four courses. Students enrolled in only three credit-bearing courses during a semester must pass all three courses. Courses earned through Credit by Demonstrated Mastery (CDM) do not count toward driver’s license eligibility. Some high school courses, such as Peer Tutor or Science Lab Assistant, do not receive credit and, therefore, do not count toward driver’s license eligibility.

The intent of this law is very clear, “Stay in school and pass or lose your license!” In the event a student has dropped out of school or has failed too many subjects, he/she may be able to request a hardship hearing with the school principal/designee. If his/her request is denied by the principal/designee, a special hearing with a county committee can be requested.
Students should carefully select courses to be taken. While RCSS will help support and guide students, it is the responsibility of students and parents to make sure they have the correct number and composition of units needed to graduate. If unsure, students should contact their school counselor for assistance. A planning worksheet to help keep track of courses taken is provided in this program. Individual courses are listed under major content area headings. Some courses or programs require specialized facilities or personnel and are available only at certain schools. Though most subject areas do have courses that are to be taken in a progressive sequence (e.g. English I should be taken before English II), program area courses are listed alphabetically for ease of use. The courses listed follow a consistent format. You will find on the first line the course title and the second line contains the course number. Prerequisites and credits earned are also listed. You will also find which schools will offer each course for the 2020-2021 school year, along with the course description for each course.

Example:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Schools: E P R C S T U W</th>
<th>Course Description</th>
</tr>
</thead>
</table>

The abbreviations for each school are listed as:

- **E** Eastern Randolph
- **P** Providence Grove
- **R** Randleman
- **C** Randolph Early College
- **S** Southwestern Randolph
- **T** Trinity
- **U** Uwharrie Ridge Six-Twelve
- **W** Wheatmore

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**AP® Research**

Course Number: (0A007X0)
Prerequisite: AP Seminar
Credits: 1

**Schools:** E

**AP® Research**

Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technological texts. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It also includes the study of influential U.S. documents and one Shakespearean play. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations.

---

**English I Honors**

Course Number: 10212X0
Prerequisite: Grade 8 Teacher/Principal recommendation and End-of-Grade
Credits: 1

**Schools:** E

**English I Honors**

Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non-print texts. This course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It also includes the study of influential U.S. documents and one Shakespearean play. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other mediatechnology. Students enrolled should expect to encounter a rigorous academic experience with much outside reading required. This course is highly recommended for college bound students.

---

**AP® Seminar**

Course Number: (0A17X0)
Prerequisite: MAIA
Credits: 1

**Schools:** S

**AP® Seminar**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

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**English I**

Course Number: 1022X0
Prerequisite: English I
Credits: 1

**Schools:** E

**English I**

English I introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa Eastern Europe, Asia, Oceania, and the Middle East. Students in English I read, discuss, and write about both classical and contemporary world literature through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes, although emphasis will be placed on informational contexts. Influential U.S. documents and a Shakespearean play will also be included in this course. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations.

**Program of Studies 2020-2021**

Randolph County School System

Program of Studies 2020-2021

Randolph County School System
English III Honors
Course Number: 10230X0
Prerequisite: English II
Credits: 1
Schools: E P R C S T W
Students in the honors course will explore United States literature more widely and deeply, including more challenging and/or complete print and non-print texts. English III is an in-depth study of U.S. literature and non-fiction historical documents as they reflect social perspective and historical significance by continuing to use language for expressive, expository, and interdisciplinary purposes. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media. In addition, a research project will be required.

English IV Honors
Course Number: 10240X0
Prerequisite: English III
Credits: 1
Schools: E P R C S T W
Students in the honors course will explore United States literature more widely and deeply, including more challenging and/or complete print and non-print texts. English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will also be included. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology. Additional outside reading and research will be required. This course is highly recommended for the college bound student.

English II Honors
Course Number: 10235X0
Prerequisite: English I and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P R C S T W
This course combines the study of American literature and composition. The class addresses prose written in a variety of historical periods and formats with an emphasis on expository, analytical and argumentative essays to prepare the writer to compose in a variety of modes and for a variety of purposes. Students receive one credit for high school English. Students are recommended and highly encouraged to take the Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

English IV
Course Number: 10242X0
Prerequisite: English III
Credits: 1
Schools: E P R C S T W
English completeness the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will also be included. Students in English IV analyze United States literature and non-fiction historical documents as they reflect social perspective and historical significance by continuing to use language for expressive, expository, and interdisciplinary purposes. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations. The emphasis in English IV is critical analysis of texts through reading, writing, speaking, listening, and using media. In addition, a research project will be required.

English III Honors
Course Number: 10230X0
Prerequisite: English II
Credits: 1
Schools: E P R C S T W
Students in the honors course will explore United States literature and historical documents more widely and deeply, including more challenging and/or complete print and non-print texts. English III is an in-depth study of U.S. literature and non-fiction historical documents from the 17th century through the early 20th century. At least one Shakespearean play will also be included. Students in English III analyze United States literature and non-fiction historical documents as they reflect social perspective and historical significance by continuing to use language for expressive, expository, and interdisciplinary purposes. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media. In addition, a research project will be required.

English III Honors
Course Number: 10230X0
Prerequisite: English II
Credits: 1
Schools: E P R C S T W
Students in the honors course will explore United States literature and historical documents more widely and deeply, including more challenging and/or complete print and non-print texts. English III is an in-depth study of U.S. literature and non-fiction historical documents from the 17th century through the early 20th century. At least one Shakespearean play will also be included. Students in English III analyze United States literature and non-fiction historical documents as they reflect social perspective and historical significance by continuing to use language for expressive, expository, and interdisciplinary purposes. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media. In addition, a research project will be required.

English III Honors
Course Number: 10230X0
Prerequisite: English II
Credits: 1
Schools: E P R C S T W
This course combines the study of American literature and composition. The class addresses prose written in a variety of historical periods and formats with an emphasis on expository, analytical and argumentative essays to prepare the writer to compose in a variety of modes and for a variety of purposes. Students receive one credit for high school English. Students are recommended and highly encouraged to take the Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

English IV Honors
Course Number: 10240X0
Prerequisite: English III
Credits: 1
Schools: E P R C S T W
Students in the honors course will explore European literature more widely and deeply, including more challenging and/or complete print and non-print texts. English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will also be included. Students in English IV analyze United States literature and non-fiction historical documents as they reflect social perspective and historical significance by continuing to use language for expressive, expository, and interdisciplinary purposes. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations. The emphasis in English IV is critical analysis of texts through reading, writing, speaking, listening, and using media. In addition, a research project will be required.

English III Honors
Course Number: 10230X0
Prerequisite: English II
Credits: 1
Schools: E P R C S T W
This course combines the study of American literature and composition. The class addresses prose written in a variety of historical periods and formats with an emphasis on expository, analytical and argumentative essays to prepare the writer to compose in a variety of modes and for a variety of purposes. Students receive one credit for high school English. Students are recommended and highly encouraged to take the Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

English IV Honors
Course Number: 10240X0
Prerequisite: English III
Credits: 1
Schools: E P R C S T W
Students in the honors course will explore European literature more widely and deeply, including more challenging and/or complete print and non-print texts. English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will also be included. Students in English IV analyze United States literature and non-fiction historical documents as they reflect social perspective and historical significance by continuing to use language for expressive, expository, and interdisciplinary purposes. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations. The emphasis in English IV is critical analysis of texts through reading, writing, speaking, listening, and using media. In addition, a research project will be required.

English II Honors
Course Number: 10235X0
Prerequisite: English I and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P R C S T W
This course combines the study of American literature and composition. The class addresses prose written in a variety of historical periods and formats with an emphasis on expository, analytical and argumentative essays to prepare the writer to compose in a variety of modes and for a variety of purposes. Students receive one credit for high school English. Students are recommended and highly encouraged to take the Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

English II Honors
Course Number: 10235X0
Prerequisite: English I and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P R C S T W
This course combines the study of American literature and composition. The class addresses prose written in a variety of historical periods and formats with an emphasis on expository, analytical and argumentative essays to prepare the writer to compose in a variety of modes and for a variety of purposes. Students receive one credit for high school English. Students are recommended and highly encouraged to take the Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

Placement
This course has an End-of-Year test requirement – students must score a Level IV or above to be deemed proficient.

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**English IV - AP® Literature and Composition**

Course Number: 1A017X0
Prerequisite: Honors English IV and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P R S T W

This is a freshman college level course that allows capable seniors to earn up to six semester hours of college credit. The course includes a study of English literature, poetry, and novels. An in-depth study of the various literary genres is made, and students are expected to do extensive reading and research for the class. Emphasis is placed on identifying and analyzing universal themes and techniques employed by authors. Students receive one credit for high school English. Students are highly encouraged and recommended to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

**Introduction to AP® English III (Language)**

Course Number: 10252X0
Prerequisite: None
Credits: 1
Schools: R

This course emphasizes skills and writing assignments designed to involve rhetoric to supplement proficiencies necessary for the AP® Language and Composition course and AP® Exam. Students will probe essays of the past and present to discover the best in exposition, descriptions, narration and argumentation. Some AP® terminology and practice is infused to help develop stylistic maturity in writing. Students may be required to complete a summer reading packet and related assignments.

**Introduction to AP® English IV (Literature)**

Course Number: 10252X0
Prerequisite: Honors English IV and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P

This course emphasizes a college preparatory approach to literature and composition. This course will engage students in the careful reading and critical analysis of literature. It will introduce students to an intensive study of representative works from various genres and periods to supplement proficiencies necessary for the AP® Literature and Composition course and AP® Exam. Students may be required to complete a summer reading packet and related assignments.

**Journalism I**

Course Number: 10312X0
Prerequisite: None
Credits: 1
Schools: W

This elective course includes the actual publication of a school newspaper. Student enrollment should plan to spend time after school on this project. The mechanics of news writing and publishing are studied. Course topics include journalistic techniques, styles of reporting, printing methods, paper and digital layouts, history of newspapers, and studies of outstanding journalists.

**Speech and Debate**

Course Number: 10312X0
Prerequisite: None
Credits: 1
Schools: R

This course covers voice projection, articulation, and control through interpretation of literary pieces, political speeches and documents, and media excerpts. This course is designed to provide opportunities for development of thinking, writing and speaking skills. The curriculum also addresses reading comprehension, vocabulary development and effective oral communication.

**English IV - AP® Literature and Composition**

Course Number: 1A017X0
Prerequisite: Honors English IV and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P R S T W

This is a freshman college level course that allows capable seniors to earn up to six semester hours of college credit. The course includes a study of English literature, poetry, and novels. An in-depth study of the various literary genres is made, and students are expected to do extensive reading and research for the class. Emphasis is placed on identifying and analyzing universal themes and techniques employed by authors. Students receive one credit for high school English. Students are highly encouraged and recommended to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

**Introduction to AP® English III (Language)**

Course Number: 10252X0
Prerequisite: None
Credits: 1
Schools: R

This course emphasizes skills and writing assignments designed to involve rhetoric to supplement proficiencies necessary for the AP® Language and Composition course and AP® Exam. Students will probe essays of the past and present to discover the best in exposition, descriptions, narration and argumentation. Some AP® terminology and practice is infused to help develop stylistic maturity in writing. Students may be required to complete a summer reading packet and related assignments.

**Introduction to AP® English IV (Literature)**

Course Number: 10252X0
Prerequisite: Honors English IV and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P

This course emphasizes a college preparatory approach to literature and composition. This course will engage students in the careful reading and critical analysis of literature. It will introduce students to an intensive study of representative works from various genres and periods to supplement proficiencies necessary for the AP® Literature and Composition course and AP® Exam. Students may be required to complete a summer reading packet and related assignments.
French I
Course Number: 11012X0
Prerequisite: None
Credit: 1
Schools: P

This course is an introduction to the study of the French 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 of listening, speaking, reading, and writing within a given context. Content inside the classroom will focus on the student’s studies 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. A general introduction to the culture, the products (e.g., literature, laws, food, games), perspective (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 French language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course. Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice Low to Novice Mid performance expectations are required for this course. 135 contact hours are required for Level I courses.

French II
Course Number: 11022X0
Prerequisite: French I
Credit: 1
Schools: P

Students enrolled in French II have either successfully completed a Level I course at the middle or high school or have placed out of Level I due to previous language study and/or established proficiency. A major focus of French II is to enable students to communicate in writing and extend 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 interaction and 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 French culture(s) and their influence throughout the world. Students are able to connect the French language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside the classroom setting. Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Intermediate Low to Intermediate Mid performance expectations are required for this course. 540 contact hours are required for Level II courses (this includes the hours accumulated in Level I, Level II and Level III courses).

French III
Course Number: 11045X0
Prerequisite: French II
Credit: 1
Schools: P

Students enrolled in French III have either successfully completed the Level I and Level II courses at the middle or high school or have placed out of Level I due to previous language study and/or established proficiency. French III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with language and access various materials (short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as, initiate and maintain face-to-face communication. They identify main de(a)s(e) 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 describe and analyze the cultural context and use their knowledge and understanding of the French language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in French cultures, and by applying their knowledge and skills inside and outside the classroom setting. Integration of other disciplines is ongoing throughout the course. Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice High to Intermediate Low performance expectations are required for this course. 450 contact hours are required for Level II courses (this includes the hours accumulated in Level I and Level II courses).

French IV
Course Number: 11038X0
Prerequisite: French III
Credit: 1
Schools: P

Students enrolled in French IV have successfully completed the Level II courses at the middle or high school or have placed out of Levels I and II due to previous language study and/or established proficiency. A major focus of French IV is to enable students to communicate in writing and extend 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 interaction and 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 French culture(s) and their influence throughout the world. Students are able to connect the French language to other disciplines and can compare it to their own. Finally, they are able to use the language outside the classroom setting. Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Intermediate Low to Intermediate Mid performance expectations are required for this course. 540 contact hours are required for Level II courses (this includes the hours accumulated in Level I, Level II and Level III courses).
Chinese I
Course Number: 11122X0
Prerequisite: None
Credits: 1
Schools: T W
Chinese I is an introduction to the study of the Chinese 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. Students will learn the Pinyin Romanization system, Chinese characters, and basic Chinese grammar. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context. They develop related needs and interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. 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. A general introduction to the culture, the products (e.g., literature, laws, food, games), perspective (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 Chinese language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course. Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Prerequisite: None
Course Number: 11412X0
Spanish I
Spanish I is an introduction to the study of the Spanish 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 of listening, speaking, reading and writing within a given context extending outside 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. A general introduction to the culture, the products (e.g., literature, laws, food, 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 Chinese language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course. Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Prerequisite: None
Course Number: 11222X0
Chinese II
Course Number: 11222X0
Prerequisite: Chinese I
Credits: 1
Schools: T W
Students enrolled in Chinese II have either successfully completed a Level I course at the middle school or high school or have placed out of Chinese I due to previous language study and establish proficiency. The 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 the present time and past time, inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the Chinese culture. Focus is placed on understanding main ideas in simple texts. Students develop a better understanding of the similarities and differences between languages and languages and they examine the influence of the beliefs and values on the Chinese culture. Integration of other disciplines is ongoing throughout the course. Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Prerequisite: None
Course Number: 11422X0
Spanish II
Students enrolled in Spanish II have either successfully completed a Level I course at the high school or have placed out of Spanish I due to previous language study and establish proficiency. The 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 the present time and past time, inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the Spanish culture. Focus is placed on understanding main ideas in simple texts. 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 Spanish culture. Integration of other disciplines is ongoing throughout the course. Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Prerequisite: None
Spanish II
Course Number: 11222X0
Prerequisite: Spanish I
Credits: 1
Schools: T W
Students enrolled in Spanish II have either successfully completed a Level I course at the middle school or high school or have placed out of Spanish I due to previous language study and establish proficiency. The 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 the present time and past time, inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the Spanish culture. Focus is placed on understanding main ideas in simple texts. 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 Spanish culture. Integration of other disciplines is ongoing throughout the course. Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice Mid to Novice High proficiency performance expectations are required for this course. 270 contact hours are required for Level II courses (this includes the hours accumulated in the Level I course).
Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal communication, and Presentational skills in both speaking and in writing. Novice High to Intermediate Low performance expectations are required for this course: 405 contact hours are required for Level II courses (this includes the hours accumulated in Level I and Level II courses).

### Spanish Heritage I

**Course Number:** 11435X0  
**Prerequisite:** Spanish III (or equivalent)  
**Credits:** 1  
**Schools:** R S T W

Students enrolled in Spanish Heritage I can either successfully complete the Level I and Level II courses at the high school or have placed out of Levels I and II due to previous language study and/or established proficiency. Spanish Heritage I provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with language and culture(s) in a variety of contexts. Students will receive instruction that allows them to maintain strengths in their heritage language while developing new ones, in particular in the areas of reading and writing.

### Spanish Heritage II

**Course Number:** 11445X0  
**Prerequisite:** Spanish Heritage I  
**Credits:** 1  
**Schools:** S R

Students enrolled in Spanish Heritage II have successfully completed the Level III courses at the high school or have placed out of Levels I, II, and III due to previous language study and/or established proficiency. Spanish Heritage II provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with language and culture(s) in a variety of contexts. Students will receive instruction that allows them to maintain strengths in their heritage language while developing new ones, in particular in the areas of reading and writing.

### Spanish Heritage III

**Course Number:** 11455X0  
**Prerequisite:** Spanish Heritage II  
**Credits:** 1  
**Schools:** S

Students enrolled in Spanish Heritage III have successfully completed the Level III courses at the high school or have placed out of Levels I, II, and III due to previous language study and/or established proficiency. Spanish Heritage III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with language and culture(s) in a variety of contexts. Students will receive instruction that allows them to maintain strengths in their heritage language while developing new ones, in particular in the areas of reading and writing.

### Spanish Heritage IV

**Course Number:** 11465X0  
**Prerequisite:** Spanish Heritage III  
**Credits:** 1  
**Schools:** S

Students enrolled in Spanish Heritage IV have successfully completed the Level III courses at the high school or have placed out of Levels I-III due to previous language study and/or established proficiency. A major focus of Spanish Heritage IV 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 styles. They satisfy routine social demands and meet most social requirements. The emphasis of the 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 Spanish culture(s) and their influence throughout the world. Students are able to connect the Spanish language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside the classroom setting and to develop proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing.

Intermediate Low to Intermediate Mid performance expectations are required for this course: 540 contact hours are required for Level II courses (this includes the hours accumulated in Level I and Level II courses).

### Spanish III Honors

**Course Number:** 11435X0  
**Prerequisite:** Spanish III Honors  
**Credits:** 1  
**Schools:** R S T W

Students enrolled in Spanish III Honors have either successfully completed the Level I and Level II courses at the high school or have placed out of Levels I and II due to previous language study and/or established proficiency. Spanish III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with language and culture(s) in a variety of contexts. Students will receive instruction that allows them to maintain strengths in their heritage language while developing new ones, in particular in the areas of reading and writing.

### Spanish II Honors

**Course Number:** 11425X0  
**Prerequisite:** Spanish Heritage II  
**Credits:** 1  
**Schools:** S R

Students enrolled in Spanish II Honors have successfully completed the Level II courses at the high school or have placed out of Levels I and II due to previous language study and/or established proficiency. Spanish II provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with language and culture(s) in a variety of contexts. Students will receive instruction that allows them to maintain strengths in their heritage language while developing new ones, in particular in the areas of reading and writing.

### Spanish I Honors

**Course Number:** 11415X0  
**Prerequisite:** Spanish Heritage I  
**Credits:** 1  
**Schools:** S R

Students enrolled in Spanish I Honors have successfully completed the Level I courses at the high school or have placed out of Levels I due to previous language study and/or established proficiency. Students will receive instruction that allows them to maintain strengths in their heritage language while developing new ones, in particular in the areas of reading and writing.

### Spanish I

**Course Number:** 11405X0  
**Prerequisite:** Spanish 1  
**Credits:** 1

This class is intended for students who: are raised in a home where a language other than English is spoken; understand and/or speak the heritage language; and, are, to some degree, bilingual in English and in the heritage language. The Spanish for Native Speakers class offers students an opportunity to maintain, develop, and refine their language. These students will receive instruction that allows them to maintain strengths in their heritage language while developing new ones, particularly in the areas of reading and writing.© 2000, the University of North Carolina
MATHEMATICS

AP® Calculus AB
Course Number: 240T01
Prerequisite: Pre-Calculus Honors or Calculus Honors and Teacher/Principal Recommendation
Credit: 1
Schools: E P R S T W

Advanced Placement® Calculus AB level is a course in introductory calculus with elementary functions. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, trigonometry, and analytic geometry. Calculus AB covers at least as much material as a standard first semester of college calculus. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

Discrete Mathematics for Computer Science
Course Number: 240T01
Prerequisite: NC Math 3 and Teacher/Principal Recommendation
Credit: 1
Schools: E P S W

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Honors Discrete Mathematics for Computer Science is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. This course extends on Discrete topics by introducing more applications and connections to higher mathematics. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

Foundations of NC Math 1
Course Number: 200T01
Prerequisite: NC Math 3 and Teacher/Principal Recommendation
Credit: 1
Schools: R S T W

This course will cause students to explore data to discover, anticipate, and understand patterns. Students will use probability theory and simulation, as well as statistical inference. Students are highly encouraged and recommended to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

AP® Calculus BC
Course Number: 240T01
Prerequisite: Pre-Calculus Honors or Calculus Honors and Teacher/Principal Recommendation
Credit: 1
Schools: E P S T W

Advanced Placement® Calculus BC level is a course in calculus of functions of a single variable. It is a continuation of Calculus AB that covers additional topics. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

Discrete Mathematics for Computer Science Honors
Course Number: 240T01
Prerequisite: AP Calculus AB
Credit: 1
Schools: P

Advanced Placement® Calculus BC level is a course in the calculus of functions of a single variable. It is a continuation of Calculus AB that covers additional topics. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

AP® Statistics
Course Number: 240T01
Prerequisite: NC Math 3 and Teacher/Principal Recommendation
Credit: 1
Schools: R S T W

This course is designed to introduce students to algebraic concepts and skills. The students will receive one elective credit. After successful completion of this course, students will take NC Math 1 to further complete graduation requirements in math.

Calculus Honors
Course Number: 260S01
Prerequisite: Pre-Calculus Honors and Teacher/Principal Recommendation
Credit: 1
Schools: P R

This course develops students’ understanding of the concepts of beginning calculus (graphs, functions, limits, the tangent line problem, and the area problem) and provides experience with methods and applications. Technology will be used regularly for instruction and assessment. Topics will be covered in more depth with emphasis on expanded thinking skills. Students who will be taking AP® Calculus must take this course.

Discrete Mathematics for Computer Science Honors
Course Number: 240T01
Prerequisite: NC Math 3 and Teacher/Principal Recommendation
Credit: 1
Schools: E P S T W

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Honors Discrete Mathematics for Computer Science is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

Discrete Mathematics for Computer Science
Course Number: 240T01
Prerequisite: AP Calculus AB
Credit: 1
Schools: P

Advanced Placement® Calculus BC level is a course in the calculus of functions of a single variable. It is a continuation of Calculus AB that covers additional topics. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

Foundations of NC Math 1
Course Number: 200T01
Prerequisite: NC Math 3 and Teacher/Principal Recommendation
Credit: 1
Schools: R S T W

This course is designed to introduce students to algebraic concepts and skills. The students will receive one elective credit. After successful completion of this course, students will take NC Math 1 to further complete graduation requirements in math.

Calculus Honors
Course Number: 260S01
Prerequisite: Pre-Calculus Honors and Teacher/Principal Recommendation
Credit: 1
Schools: P R

This course develops students’ understanding of the concepts of beginning calculus (graphs, functions, limits, the tangent line problem, and the area problem) and provides experience with methods and applications. Technology will be used regularly for instruction and assessment. Topics will be covered in more depth with emphasis on expanded thinking skills. Students who will be taking AP® Calculus must take this course.

Randolph County School System
Program of Studies 2020-2021
Prerequisite: NC Math 1 and Teacher/Principal Recommendation

Schools: E  P  R  C  S  T  U  W

The Honors NC Math 2 course continues to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical course. Students will rely primarily on deductive methods of proof in their study of two- and three-dimensional geometric figures. Students will have opportunities to take greater responsibility for their learning. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Appropriate technology should be used regularly for instruction and assessment. Students enrolled should expect to proceed at a rigorous pace. This course is recommended for students who did very well in NC Math 1. Successful completion of NC Math 2 is required for graduation. NC Math 2 is generally required for college entrance and is the second course in the Future Ready mathematics pathway. The Honors NC Math 2 course continues to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical course. Students will rely primarily on deductive methods of proof in their study of two- and three-dimensional geometric figures. Students will have opportunities to take greater responsibility for their learning. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Appropriate technology should be used regularly for instruction and assessment. Students enrolled should expect to proceed at a rigorous pace. This course is recommended for students who did very well in NC Math 1. Successful completion of NC Math 2 is required for graduation. NC Math 2 is generally required for college entrance and is the second course in the Future Ready mathematics pathway.
**NC Math 3 Honors**

**Course Number:** 23095X0  
**Prerequisite:** NC Math 2 and Teacher/Principal Recommendation  
**Credits:** 1  
**Schools: E P R C S T U W**

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

**Pre-Calculus Honors**

**Course Number:** 24035X0  
**Prerequisite:** Advanced Functions and Modeling or NC Math 3 and Teacher/Principal Recommendation  
**Credits:** 1  
**Schools: E P R C S T U W**

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. The honors course will extend on these topics bringing in more applications and connections to higher mathematics. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

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**NC Math 4 Honors**

**Course Number:** 23095X0  
**Prerequisite:** NC Math 3  
**Credits:** 1  
**Schools: E P R C S T U W**

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. The honors course will extend on these topics bringing in more applications and connections to higher mathematics. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

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**Pre-Calculus Honors**

**Course Number:** 24035X0  
**Prerequisite:** Advanced Functions and Modeling or NC Math 3 and Teacher/Principal Recommendation  
**Credits:** 1  
**Schools: E P R C S T U W**

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. The honors course will extend on these topics bringing in more applications and connections to higher mathematics. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

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**Pre-Calculus Honors**

**Course Number:** 24035X0  
**Prerequisite:** Advanced Functions and Modeling or NC Math 3 and Teacher/Principal Recommendation  
**Credits:** 1  
**Schools: E P R C S T U W**

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.
Anatomy & Physiology Honors
Course Number: 3A07X0
Prerequisite: Biology, Chemistry and Teacher/Principal Recommendation
Credits: 1
Schools: E R S T W
This Advanced Placement course is designed for juniors or seniors who are interested in a life science major. Study of the cell, molecular structure, organ systems, organisms, and ecological systems are emphasized. Students are highly encouraged and recommended to take an Advanced Placement Exam that is taken at student expense. If a score of three, four, or five on the AP Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

AP® Chemistry
Course Number: 3A047X0
Prerequisite: Chemistry-II-Honors and Teacher/Principal Recommendation
Credits: 1
Schools: E R S T W
Students who are interested in a science major in college should take this AP® course. It is a fast-paced, in-depth course including topics such as chemical reactions and reaction rates, and the structure of matter. Students are highly encouraged and recommended to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

AP® Physics I: Algebra Based
Course Number: 3A057X0
Prerequisite: None
Credits: 1
Schools: S
In Advanced Placement® Physics I, students explore principles of Newtonian mechanics (including rotational motion), work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on the following six big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world: 1) Objects and systems have properties such as mass and charge. Systems may have internal structure. 2) Fields existing in space can be used to explain interactions. 3) The interactions of an object with other objects can be described by forces. 4) Interactions between systems can result in changes in those systems. 5) Changes that occur as a result of interactions are constrained by conservation laws. 6) Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and measure as a mathematical model for the description of other phenomena. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

AP® Biology
Course Number: 3A057X0
Prerequisite: Biology, Chemistry, Biology II Honors and Teacher/Principal Recommendation
Credits: 1
Schools: E R S W
This Advanced Placement course is designed for juniors or seniors who are interested in a life science major. Study of the cell, molecular structure, organ systems, organisms, and ecological systems are emphasized. Students are highly encouraged and recommended to take an Advanced Placement Exam that is taken at student expense. If a score of three, four, or five on the AP Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

Anatomy & Physiology Honors
Course Number: 3A07X0
Prerequisite: Biology, Chemistry and Teacher/Principal Recommendation
Credits: 1
Schools: E R S T W
Students enrolling in Honors Human Anatomy and Physiology should be highly motivated and have an interest in a Health related field in college, such as the medical field. This in-depth course will cover the twelve systems of the human body and correlate the relationship of structure and function. This honors course will go into more depth and cover more information than the standard level.

AP® Environmental Science
Course Number: 3A057X0
Prerequisite: Biology, Chemistry and Teacher/Principal Recommendation
Credits: 1
Schools: E R S T W
AP® Environmental Science will cover major environmental topics and is designed for the student who has completed one year of life science, one year of a physical science, and at least one year of algebra. The flow of energy, cycling of matter, Earth’s geologic history and dynamics, atmospheric and oceanic, structure of the ecosystem, evolution of life, human population dynamics, renewable and nonrenewable resources, environmental quality of air, water, and soil, global changes and their consequences, and economic, cultural, ethical, and regulatory environmental issues will be covered in the course. AP® Environmental Science includes a strong laboratory investigation component through firsthand observation. Students will critically observe, conduct experiments, utilize appropriate instrumentation, analyze data and communicate meaningful conclusions about environmental investigations. Outdoor investigations may be required. Students are highly encouraged and recommended to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

AP® Physics I: Algebra Based
Course Number: 3A057X0
Prerequisite: None
Credits: 1
Schools: S
In Advanced Placement® Physics I, students explore principles of Newtonian mechanics (including rotational motion), work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on the following six big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world: 1) Objects and systems have properties such as mass and charge. Systems may have internal structure. 2) Fields existing in space can be used to explain interactions. 3) The interactions of an object with other objects can be described by forces. 4) Interactions between systems can result in changes in those systems. 5) Changes that occur as a result of interactions are constrained by conservation laws. 6) Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and measure as a mathematical model for the description of other phenomena. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

AP® Biology
Course Number: 3A057X0
Prerequisite: Biology, Chemistry, Biology II Honors and Teacher/Principal Recommendation
Credits: 1
Schools: E R S W
This Advanced Placement® course is designed for juniors or seniors who are interested in a life science major. Study of the cell, molecular structure, organ systems, organisms, and ecological systems are emphasized. Students are highly encouraged and recommended to take an Advanced Placement Exam that is taken at student expense. If a score of three, four, or five on the AP Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

Astronomy
Course Number: 3A040X0
Prerequisite: Earth/Environmental Science and Biology
Credits: 1
Schools: P
Astronomy will focus on careers in space science, historical developments of technology, solar systems, space exploration, and the universe. Students will be required to attend several observation sessions that will be conducted beyond normal school hours.
**Chemistry Honors**

Course Number: 324015X0
Prerequisite: None
Credits: 1

**School: E P R C S T U W**

In Honors Chemistry students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore chemistry by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

**Course Number:** 324015X0
**Prerequisite:** None
**Credits:** 1

**SCHOOLS: E P R C S T U W**

In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture. In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

**Course Number:** 324015X0
**Prerequisite:** Teacher/Principal Recommendation
**Credits:** 1

**School: E P R C S T U W**

Biology is the study of all life on earth. General areas of study in this course include: the basic unit of life, the cell, how living things are alike and different, the importance of all five kingdoms of organisms and how life continues from age to age. The methods used in teaching this course are laboratory experiences, classroom discussions, group work, lectures and field trips. This course has an End-of-Course test requirement – students must score a Level IV or above to be deemed proficient.

**Course Number:** 324015X0
**Prerequisite:** None
**Credits:** 1

**Schools: E P R C S T U W**

Chemistry Honors

Prerequisite: Teacher/Principal Recommendation

Credits: 1

**Schools: E P R C S T U W**

In Honors Chemistry students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture. In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

**Course Number:** 324015X0
**Prerequisite:** Teacher/Principal Recommendation
**Credits:** 1

**Schools: E P R C S T U W**

Biology is the study of all life on earth. General areas of study in this course include: the basic unit of life, the cell, how living things are alike and different, the importance of all five kingdoms of organisms and how life continues from age to age. The methods used in teaching this course are laboratory experiences, classroom discussions, group work, lectures and field trips. This course has an End-of-Course test requirement – students must score a Level IV or above to be deemed proficient.

**Course Number:** 324015X0
**Prerequisite:** None
**Credits:** 1

**Schools: E P R C S T U W**

In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture. In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

**Course Number:** 324015X0
**Prerequisite:** Teacher/Principal Recommendation
**Credits:** 1

**Schools: E P R C S T U W**

Biology is the study of all life on earth. General areas of study in this course include: the basic unit of life, the cell, how living things are alike and different, the importance of all five kingdoms of organisms and how life continues from age to age. The methods used in teaching this course are laboratory experiences, classroom discussions, group work, lectures and field trips. This course has an End-of-Course test requirement – students must score a Level IV or above to be deemed proficient.

**Course Number:** 324015X0
**Prerequisite:** None
**Credits:** 1

**Schools: E P R C S T U W**

In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture. In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

**Course Number:** 324015X0
**Prerequisite:** Teacher/Principal Recommendation
**Credits:** 1

**Schools: E P R C S T U W**

Biology is the study of all life on earth. General areas of study in this course include: the basic unit of life, the cell, how living things are alike and different, the importance of all five kingdoms of organisms and how life continues from age to age. The methods used in teaching this course are laboratory experiences, classroom discussions, group work, lectures and field trips. This course has an End-of-Course test requirement – students must score a Level IV or above to be deemed proficient.

**Course Number:** 324015X0
**Prerequisite:** None
**Credits:** 1

**Schools: E P R C S T U W**

In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture. In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

**Course Number:** 324015X0
**Prerequisite:** Teacher/Principal Recommendation
**Credits:** 1

**Schools: E P R C S T U W**

Biology is the study of all life on earth. General areas of study in this course include: the basic unit of life, the cell, how living things are alike and different, the importance of all five kingdoms of organisms and how life continues from age to age. The methods used in teaching this course are laboratory experiences, classroom discussions, group work, lectures and field trips. This course has an End-of-Course test requirement – students must score a Level IV or above to be deemed proficient.

**Course Number:** 324015X0
**Prerequisite:** None
**Credits:** 1

**Schools: E P R C S T U W**

In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture. In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

**Course Number:** 324015X0
**Prerequisite:** Teacher/Principal Recommendation
**Credits:** 1

**Schools: E P R C S T U W**

Biology is the study of all life on earth. General areas of study in this course include: the basic unit of life, the cell, how living things are alike and different, the importance of all five kingdoms of organisms and how life continues from age to age. The methods used in teaching this course are laboratory experiences, classroom discussions, group work, lectures and field trips. This course has an End-of-Course test requirement – students must score a Level IV or above to be deemed proficient.

**Course Number:** 324015X0
**Prerequisite:** None
**Credits:** 1

**Schools: E P R C S T U W**

In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture. In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

**Course Number:** 324015X0
**Prerequisite:** Teacher/Principal Recommendation
**Credits:** 1

**Schools: E P R C S T U W**

Biology is the study of all life on earth. General areas of study in this course include: the basic unit of life, the cell, how living things are alike and different, the importance of all five kingdoms of organisms and how life continues from age to age. The methods used in teaching this course are laboratory experiences, classroom discussions, group work, lectures and field trips. This course has an End-of-Course test requirement – students must score a Level IV or above to be deemed proficient.

**Course Number:** 324015X0
**Prerequisite:** None
**Credits:** 1

**Schools: E P R C S T U W**

In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture. In Honors Earth/Environmental Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. They will explore Earth/Environmental Science by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

**Course Number:** 324015X0
**Prerequisite:** Teacher/Principal Recommendation
**Credits:** 1

**Schools: E P R C S T U W**

Biology is the study of all life on earth. General areas of study in this course include: the basic unit of life, the cell, how living things are alike and different, the importance of all five kingdoms of organisms and how life continues from age to age. The methods used in teaching this course are laboratory experiences, classroom discussions, group work, lectures and field trips. This course has an End-of-Course test requirement – students must score a Level IV or above to be deemed proficient.

**Course Number:** 324015X0
**Prerequisite:** None
**Credits:** 1
Eco! Hons Honors Course Number: 30205X0
Prerequisite: Biology, Chemistry, and Teacher/Principal Recommendation
Credits: 1
Schools: R

This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis is placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting, handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored.

Geology
Course Number: 35302X0
Prerequisite: None
Credits: 1
Schools: R

This course covers the fundamentals of geology: Rocks, minerals, geologic time, plate tectonics, earthquakes, volcanoes, surface processes, and earth resources. The lab delves into the chemistry of minerals, how rocks form, geologic mapping with GPS, geology in the field, and other fundamental topics.

Physics Honors
Course Number: 34303X0
Prerequisite: NC Math 1 Recommended
Credits: 1
Schools: E P R S T U W

This course introduces the student to concepts and principles dealing with basic chemistry (the study of chemical composition, properties, and processes of matter) and physics (the study of the physical composition, properties, and processes of mechanics, heat, light, sound and electricity). Scientific terminology, investigations, demonstrations, and experiments are the basis of this course. Laboratory experiences are provided.

Ecology Honors
Course Number: 30105X0
Prerequisite: NC Math 1 Recommended and Teacher Principal Recommendation
Credits: 1
Schools: S

Honors Physics uses the North Carolina Essential Standards for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student’s view of the larger physics community including current research. Substantial class time should be devoted to student-directed exploration and experimentation. Teachers should include in the depth study of at least two of the following enrichment topics: optics, nuclear, modern physics, electromagnetism, thermodynamics, or engineering. Honors Physics is an appropriate course for students with a strong mathematics and science background.

Ecology Honors
Course Number: 30105X0
Prerequisite: NC Math 1 Recommended and Teacher Principal Recommendation
Credits: 1
Schools: W

Ecology is a laboratory science course that enables students to develop an understanding of the natural and man made environment and the environmental problems the world faces. Students explore ecological concepts through an inquiry approach. Embedded standards of inquiry, technology and engineering are taught in the context of the content standards for individuals, populations, communities, biomes, humans and sustainability.

Geology
Course Number: 35302X0
Prerequisite: None
Credits: 1
Schools: R

This course covers the fundamentals of geology: Rocks, minerals, geologic time, plate tectonics, earthquakes, volcanoes, surface processes, and earth resources. The lab delves into the chemistry of minerals, how rocks form, geologic mapping with GPS, geology in the field, and other fundamental topics.

Forensic Science Honors
Course Number: 30105X0
Prerequisite: Biology, Chemistry and Teacher/Principal Recommendation
Credits: 1
Schools: T W

This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis is placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting, handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored.

Ecology Honors
Course Number: 30105X0
Prerequisite: NC Math 1 Recommended and Teacher Principal Recommendation
Credits: 1
Schools: S

Honors Physics uses the North Carolina Essential Standards for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student’s view of the larger physics community including current research. Substantial class time should be devoted to student-directed exploration and experimentation. Teachers should include in-depth study of at least two of the following enrichment topics: optics, nuclear, modern physics, electromagnetism, thermodynamics, or engineering. Honors Physics is an appropriate course for students with a strong mathematics and science background.

Geology
Course Number: 35302X0
Prerequisite: None
Credits: 1
Schools: R

This course covers the fundamentals of geology: Rocks, minerals, geologic time, plate tectonics, earthquakes, volcanoes, surface processes, and earth resources. The lab delves into the chemistry of minerals, how rocks form, geologic mapping with GPS, geology in the field, and other fundamental topics.

Physical Science
Course Number: 24102X0
Prerequisite: NC Math 1 Recommended
Credits: 1
Schools: E P R S T U W

This course introduces the student to concepts and principles dealing with basic chemistry (the study of chemical composition, properties, and processes of matter) and physics (the study of the physical composition, properties, and processes of mechanics, heat, light, sound and electricity). Scientific terminology, investigations, demonstrations, and experiments are the basis of this course. Laboratory experiences are provided.

Physics Honors
Course Number: 34303X0
Prerequisite: NC Math 1 Recommended and Teacher Principal Recommendation
Credits: 1
Schools: E P R S T U W

This course introduces the student to concepts and principles dealing with basic chemistry (the study of chemical composition, properties, and processes of matter) and physics (the study of the physical composition, properties, and processes of mechanics, heat, light, sound and electricity). Scientific terminology, investigations, demonstrations, and experiments are the basis of this course. Laboratory experiences are provided.
American History: Founding Principles - Civics & Economics
Course Number: 43045X0
Prerequisite: World History Recommended Credit: 4
Schools: E P R C S T U W

There will be two required American History courses at the high school level. American History I will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U. S. Constitution.

American History I
Course Number: 43042X0
Prerequisite: AH Founding Principles-Civics & Economics Credit: 4
Schools: E P R C S T U W

Honors American History I provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of the United States. The essential standards of American History I have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eighth and use skills of historical analysis as they examine American History. This course goes beyond, memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. The use of expanded thinking skills is emphasized.

American History II
Course Number: 43023X0
Prerequisite: American History I recommended Credit: 4
Schools: E P R C S T U W

There will be two required American History courses at the high school level. American History II will guide students from the late nineteenth century period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

American History II Honors
Course Number: 43022X0
Prerequisite: American History I recommended Credit: 4
Schools: E P R C S T U W

Honors American History II provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of the United States. The essential standards of American History II have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eighth and use skills of historical analysis as they examine American History. This course goes beyond, memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. The use of expanded thinking skills is emphasized.

American History II Honors
Course Number: 43021X0
Prerequisite: American History I recommended Credit: 4
Schools: E P R C S T U W

AP® European History
Course Number: 43177X0
Prerequisite: World History and Teacher/Principal Recommendation Credit: 4
Schools: P

The study of European history since 1450 introduces students to cultural, economic, social, and political developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary issues and events. To that end, AP® European history students will develop critical thinking skills in class and be prepared for the AP® European History Exam. Students will be expected to apply appropriate historical skills including evaluating sources and synthesizing evidence to support informed conclusions. All students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for the course.

American History: Founding Principles - Civics & Economics
Course Number: 43042X0
Prerequisite: World History Recommended Credit: 4
Schools: E P R C S T U W

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AP® US Government & Politics
Course Number: 43069X
Prerequisite: All Founding Principles-Civics & Economics and Teacher/Principal Recommendation
Credits: 1
Schools: E S W

This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. The following topics will be the focus of this course: constitutional foundations, the United States government, political beliefs and behaviors, (political) parties, interest groups, and media. It includes institutions of national government, (political) policy, and (civil) rights and civil liberties. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

Turning Points in American History Honors
Course Number: 4306X0
Prerequisite: All Founding Principles-Civics & Economics and Teacher/Principal Recommendation
Credits: 1
Schools: S

This course emphasizes, in greater depth, 10-15 key turning points in American History. These turning points hinge on events in US History, causing and subsequently contributing to, major social, cultural, political, and/or economic events. It is meant to be a historiography course.

World Geography
Course Number: 44002X01
Prerequisite: None
Credits: 1
Schools: E P R S

World Geography is a course designed with emphasis placed on providing the student with an understanding of the major world regions and their relationship with the modern world. This course will have a regional focus with emphasis on physical geography, historical events, human geography, and human-environment interaction. Each unit will involve exploring the political, cultural, and physical makeup of each of the world’s major regions including North America, Latin America, South Asia, East Asia, Europe, Middle East, North Africa, Sub-Saharan Africa, and Australia. Students will use information to discern opinion, and bias, recognize cause and effect, make connections, draw inferences, evaluate relevance, identify differences and similarities, evaluate decisions and course of action, think critically, and recognize problems and solutions. The ultimate goal is to stimulate interest in world events while fostering an attitude to tolerance.

US History Honors
Course Number: 44003X01
Prerequisite: All Founding Principles-Civics & Economics or US Studies Honors and Teacher/Principal Recommendation
Credits: 1
Schools: E P R S

This course will survey world history from prehistoric times to the modern age with an emphasis on the past millennium. The AP® World History course is designed for students to engage with the dynamics of continuity and change across historical periods that are included in the course. Students will be taught to analyze the process and causes involved in these continuities and change: (1) constitutional foundations, (2) the political, cultural, and physical makeup of each of the world’s major regions including North America, Latin America, South Asia, East Asia, Europe, Middle East, North Africa, Sub-Saharan Africa, and Australia. Students will use information to discern opinion, and bias, recognize cause and effect, make connections, draw inferences, evaluate relevance, identify differences and similarities, evaluate decisions and course of action, think critically, and recognize problems and solutions. The ultimate goal is to stimulate interest in world events while fostering an attitude to tolerance.

World History
Course Number: 44002X0
Prerequisite: None
Credits: 1
Schools: E P R S

This course will survey world history from prehistoric times to the modern age with an emphasis on the past millennium. The AP® World History course is designed for students to engage with the dynamics of continuity and change across historical periods that are included in the course. Students will be taught to analyze the process and causes involved in these continuities and change: (1) constitutional foundations, (2) the political, cultural, and physical makeup of each of the world’s major regions including North America, Latin America, South Asia, East Asia, Europe, Middle East, North Africa, Sub-Saharan Africa, and Australia. Students will use information to discern opinion, and bias, recognize cause and effect, make connections, draw inferences, evaluate relevance, identify differences and similarities, evaluate decisions and course of action, think critically, and recognize problems and solutions. The ultimate goal is to stimulate interest in world events while fostering an attitude to tolerance.

World History Honors
Course Number: 44003X01
Prerequisite: Teacher/Principal Recommendation
Credits: 1
Schools: E P R S

Honor World History provides the opportunity for advanced work, critical thinking, and systematic ideas and concepts found in the study of global history. Expanded thinking skills are emphasized.
**Arts Education**

The Arts Education program is comprised of courses in band, vocal music, visual arts, theatre arts, and dance. Students may be allowed to take multiple Arts Education courses for repeat credit. Course placement is determined by performance criteria as determined by proficiency/performance levels. Transfer students must demonstrate the same proficiency standards for placement in arts education courses.

**Music Theory**

Course Number: 52312001 (Men's)
Prerequisite: None
Credits: 1

Schools: W

This course is for students who wish to gain a better understanding of music and how music works. Music Theory is taught as an introduction to the theory of music through the learning of scale patterns, chords, melody, harmony, ear training, composition, and much more. This class will incorporate music examples from various periods in history, as well as music in today’s society. Although a theory course, students will have several opportunities to engage themselves creatively throughout the semester through composition and group performances.

**Advanced Placement**

Course Number: 96103A02
Prerequisite: None
Credits: 1

Schools: P

This course is taken at student expense. If a score of three, four, or five on the AP Exam is achieved, students may receive three or six hours college credit.

**AP Music Theory**

Course Number: 52320102 (Women's)
Prerequisite: Intermediate Choral or Performance Audition

Schools: (Men's) W

This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

**Choral Music**

**Vocal Music (Beginning)**

Course Number: 52320001 (Men's)
Prerequisite: None

Schools: (Women's) W

Choral Music: (Mixed) E P R S T U W

Beginning students at the high school level should have the desire to achieve the beginning level high school standards for music. Students will learn how to use their voices musically and demonstrate their ability to perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further education and a career in choral music. Students may take this course multiple times.

**Vocal Music (Intermediate)**

Course Number: 52312001 (Men's)
Prerequisite: None

Schools: (Women's) W

Schools: (Women's) R W

Schools: (Concert Choir) E P R S T U W

Intermediate students at the high school level should have successfully completed the beginning level high school standards for music. Students will demonstrate their ability to sing musically and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further studies in choral music. Students may take this course multiple times.

**Vocal Music (Advanced) Honors**

Course Number: 52320002 (Men's)
Prerequisite: None

Schools: (Women's) W

Schools: (Choral Ensemble) E P R S T U W

Advanced students at the high school level should have successfully completed the intermediate level high school standards for music. Students taking this course are eligible for Honors credit. Students will demonstrate independent ability to learn and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further education and a career in choral music. Students may take this course multiple times.

**Music Theory**

Course Number: 96103A02
Prerequisite: None
Credits: 1

Schools: P

This course is for students who wish to gain a better understanding of music and how music works. Music Theory is taught as an introduction to the theory of music through the learning of scale patterns, chords, melody, harmony, ear training, composition, and much more. This class will incorporate music examples from various periods in history, as well as music in today’s society. Although a theory course, students will have several opportunities to engage themselves creatively throughout the semester through composition and group performances.

**AP Music Theory**

Course Number: 52320102 (Women's)
Prerequisite: Intermediate Choral or Performance Audition

Schools: (Men's) W

This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

**Vocal Music (Beginning)**

Course Number: 52320001 (Men's)
Prerequisite: None

Schools: (Women's) W

Vocal Music (Advanced) Honors

Course Number: 52320002 (Men's)
Prerequisite: None

Schools: (Women's) W

Schools: (Choral Ensemble) E P R S T U W

Advanced students at the high school level should have successfully completed the intermediate level high school standards for music. Students taking this course are eligible for Honors credit. Students will demonstrate independent ability to learn and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further education and a career in choral music. Students may take this course multiple times.

**Vocal Music (Intermediate)**

Course Number: 52320002 (Men's)
Prerequisite: None

Schools: (Women's) W

Schools: (Choral Ensemble) E P R S T U W

Intermediate students at the high school level should have successfully completed the beginning level high school standards for music. Students will demonstrate their ability to sing musically and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further studies in choral music. Students may take this course multiple times.

**Vocal Music (Proficient) Honors**

Course Number: 52320002 (Men's)
Prerequisite: None

Schools: (Women's) W

Schools: (Choral Ensemble) E P R S T U W

Proficient students at the high school level should have successfully completed the intermediate level high school standards for music. Students taking this course are eligible for Honors credit. Students will demonstrate independent ability to learn and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further studies in choral music. Students may take this course multiple times.

**Vocal Music (Proficient) Honors**

Course Number: 52320002 (Men's)
Prerequisite: None

Schools: (Women's) W

Schools: (Choral Ensemble) E P R S T U W

Proficient students at the high school level should have successfully completed the intermediate level high school standards for music. Students taking this course are eligible for Honors credit. Students will demonstrate independent ability to learn and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further studies in choral music. Students may take this course multiple times.

**Vocal Music (Advanced) Honors**

Course Number: 52320002 (Men's)
Prerequisite: None

Schools: (Women's) W

Schools: (Choral Ensemble) E P R S T U W

Advanced students at the high school level should have successfully completed the intermediate level high school standards for music. Students taking this course are eligible for Honors credit. Students will demonstrate independent ability to learn and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further education and a career in choral music. Students may take this course multiple times.

**Vocal Music (Advanced) Honors**

Course Number: 52320002 (Men's)
Prerequisite: None

Schools: (Women's) W

Schools: (Choral Ensemble) E P R S T U W

Advanced students at the high school level should have successfully completed the intermediate level high school standards for music. Students taking this course are eligible for Honors credit. Students will demonstrate independent ability to learn and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further studies in choral music. Students may take this course multiple times.

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Advanced Band students at the high school level should have the desire to achieve the beginning level high school standards for music. Students will learn how to play musically and demonstrate their ability to perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further instrumental studies in music. Students may take this course multiple times.

Jazz Band (Intermediate) Course Number: 52662X01
Prerequisite: Performance Audition
Credits: 1
Schools: R, S
This course studies and performs a variety of literature, including swing, jazz, and rock. Each year, the group may perform at concerts, adjudicated festivals, and various civic occasions. Special emphasis is placed on developing improvisation skills and ensemble playing. Membership requires a high degree of musical skill and personal discipline. Students may take this course multiple times.

Jazz Band (Proficient) Honors Course Number: 52670X01
Prerequisite: Performance Audition
Credits: 1
Schools: R, S
Students continue to study and perform a variety of literature, including swing, jazz, and rock and may be eligible for honors credit. Each year, the group may perform at concerts, adjudicated festivals, and various civic occasions. Special emphasis is placed on developing improvisation skills and ensemble playing. Music theory is taught through the different genres. Membership requires a high degree of musical skill and personal discipline. Students may take this course multiple times.

Jazz Band (Advanced) Honors Course Number: 52680X01
Prerequisite: Performance Audition
Credits: 1
Schools: S
Students continue to study and perform a variety of literature, including swing, jazz, and rock and may be eligible for honors credit. The students at the advanced level are expected to 1) improve stylistically accurate harmonizing parts; 2) perform rhythmic and melodic variations on given melodicities in pentatonic, major, and minor tonalities; and 3) create original melodies over chord progressions consistent in style, meter, and tonality. Membership requires a high degree of musical skill and personal discipline. Students may take this course multiple times.

Percussion Ensemble (Intermediate) Course Number: 52682X02
Prerequisite: Performance Audition
Credits: 1
Schools: E, R, S, W
The Percussion Ensemble is a small musical ensemble consisting of percussion instruments. Students study a wide variety of music literature and perform on a wide range of percussion instruments. They increase their individual sticking technique along with learning complex rhythms and ensemble balance. It is expected that students will practice on a daily basis. Performing usually without a conductor, each member of the ensemble is responsible for maintaining the steady flow of the music. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further instrumental studies in music. Students may take this course multiple times.

Band (Beginning) Course Number: 52662X01
Prerequisite: Middle School Band Proficiency
Credits: 1
Schools: R, S
Beginning students at the high school level should have the desire to achieve the beginning level high school standards for music. Students will learn how to play musically and demonstrate their ability to perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further instrumental studies in music. Students may take this course multiple times.

Band (Proficient) Honors Course Number: 52670X01
Prerequisite: Performance Audition
Credits: 1
Schools: R, S
Students continue to study and perform a variety of literature, including swing, jazz, and rock and may be eligible for honors credit. The students at the advanced level are expected to 1) improve stylistically accurate harmonizing parts; 2) perform rhythmic and melodic variations on given melodicities in pentatonic, major, and minor tonalities; and 3) create original melodies over chord progressions consistent in style, meter, and tonality. Membership requires a high degree of musical skill and personal discipline. Students may take this course multiple times.

Band (Advanced) Honors Course Number: 52680X01
Prerequisite: Performance Audition
Credits: 1
Schools: S
Students continue to study and perform a variety of literature, including swing, jazz, and rock and may be eligible for honors credit. The students at the advanced level are expected to 1) improve stylistically accurate harmonizing parts; 2) perform rhythmic and melodic variations on given melodicities in pentatonic, major, and minor tonalities; and 3) create original melodies over chord progressions consistent in style, meter, and tonality. Membership requires a high degree of musical skill and personal discipline. Students may take this course multiple times.
Dance (Beginning)  
Course Number: 51122X0  
Prerequisite: Performance Audition  
Credits: 1  
Schools: R S T U W  

This course is designed as a survey course in the fundamentals of drama: acting techniques, improvisation, terminology, dramatic literature, history and philosophy of theatre. There will be opportunities for formal and informal performance. Participation in this course provides an opportunity to develop self-discipline and confidence. Students may take this course multiple times.

Theatre Arts (Intermediate)  
Course Number: 51162X0  
Prerequisite: Performance Audition  
Credits: 1  
Schools: R S T U W  

Intermediate Theater Arts is designed for students who have successfully completed the Beginning Theatre Arts course. Intermediate Theatre Arts is designed for students who wish to continue their exploration in theater. Students continue to explore the development of theater concepts through a workshop-centered approach working together to grow as artists and actors. This course provides a team approach to acting, movement, and performance. Students may take this course multiple times.

Dance (Proficient) Honors  
Course Number: 51175X0  
Prerequisite: Honors Frosh Dance and Teacher/Principal Recommendation  
Credits: 1  
Schools: R S W  

Honors Proficient Dance is an advanced continuation of Intermediate Dance and addresses the goals of the North Carolina Standard Course of Study for Proficient Dance. Students will be required to be leaders within dance ensemble work and attain an intermediate level of technical skill while performing with greater fluency, precision, and articulation. Students will combine dance elements, choreographic principles, and technical/theatrical elements in the creation of meaningful choreography that will be performed for selected audiences. Students will maintain a portfolio which contains written and/or visual examples of their work.

Theatre Arts (Beginning)  
Course Number: 51123X0  
Prerequisite: Teacher/Principal Recommendation  
Credits: 1  
Schools: E  

Beginning Dance explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, strength, flexibility, and care of the dance instrument while exploring expression as a dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through movement. The study of dance in various cultures and historical periods will broaden students' understanding of dance as an art form. Students will create a portfolio which contains written and/or visual examples of their work.

Dance (Advanced) Honors  
Course Number: 51183X0  
Prerequisite: Honors Proficient Dance and Teacher/Principal Recommendation  
Credits: 1  
Schools: E  

Honors Advanced Dance is an advanced continuation of Proficient Dance and addresses the goals of the North Carolina Standard Course of Study for Advanced Dancing Students will be required to be leaders within dance ensemble work and attain an advanced level of dance technique as they refine their skills as both choreographer and performer. Using expanded aesthetic criteria, students analyze, synthesize, and evaluate their own choreography as well as works of others. Students will clearly express ideas as they examine the creative process of integrating movement with choreographic intent and perform for selected audiences. Students may take this course multiple times.

Dance (Beginning)  
Course Number: 51152X0  
Prerequisite: Teacher/Principal Recommendation  
Credits: 1  
Schools: E  

Beginning Dance explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, strength, flexibility, and care of the dance instrument while exploring expression as a dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through movement. The study of dance in various cultures and historical periods will broaden students' understanding of dance as an art form. Students will create a portfolio which contains written and/or visual examples of their work.

Theatre Arts (Intermediate)  
Course Number: 51163X0  
Prerequisite: Beginning Dance  
Credits: 1  
Schools: E  

Dance II uses a modern dance-based approach that emphasizes students' acquisition of intermediate movement skills through the study of various dance techniques. Utilizing dance ensemble work, students continue to explore the elements of dance as both dancer and choreographer. Students extend their understanding of dance as an art form through an exploration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance in various cultures and historical periods. Students will maintain a portfolio which contains written and/or visual examples of their work.

Theatre Arts (Intermediate)  
Course Number: 51163X0  
Prerequisite: Beginning Dance  
Credits: 1  
Schools: E  

Dance II uses a modern dance-based approach that emphasizes students' acquisition of intermediate movement skills through the study of various dance techniques. Utilizing dance ensemble work, students continue to explore the elements of dance as both dancer and choreographer. Students extend their understanding of dance as an art form through an exploration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance in various cultures and historical periods. Students will maintain a portfolio which contains written and/or visual examples of their work.

Percussion Ensemble (Proficient) Honors  
Course Number: 52575X02  
Prerequisite: Performance Audition  
Credits: 1  
Schools: R S T U W  

Honors Proficient Dance and Teacher/Principal Recommendation  

This course is designed as a survey course in the fundamentals of drama: acting techniques, improvisation, terminology, dramatic literature, history and philosophy of theatre. There will be opportunities for formal and informal performance. Participation in this course provides an opportunity to develop self-discipline and confidence. Students may take this course multiple times.
Advanced Theatre Arts is designed for students who have successfully completed the Intermediate Theatre Arts course and are eligible for Honor's credit. Students will use and develop their theatrical skills while working as part of an ensemble to understand, analyze and solve problems inherent in production. Students are engaged in the creation of formal and informal performances as a means to understand, analyze and develop theatrical skills in movement, voice, improvisation, style and design. This course involves additional in-depth application of theatre arts knowledge, skills and processes. Students may take this course multiple times.

Theatre Arts (Proficient) Honors
Course Number: 5197X40
Prerequisites: Performance/Audition
Credits: 1
Schools: R S T W

Advanced Art Honors (Intermediate Study)
Course Number: 5449X40
Prerequisites: Intermediate Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R P

Advanced Art Honors (Independent Study)
Course Number: 5449X40
Prerequisites: Intermediate Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: Drawing
Course Number: 5247X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: 2D Design
Course Number: 5247X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: 3D Design
Course Number: 5247X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: Drawing
Course Number: 5449X40
Prerequisites: Intermediate Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: 2D Design
Course Number: 5449X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: 3D Design
Course Number: 5449X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

Theatre Arts (Proficient) Honors
Course Number: 5197X40
Prerequisites: Performance/Audition
Credits: 1
Schools: R S T W

Theatre Tech (Intermediate)
Course Number: 5362X40
Prerequisites: Performance/Audition
Credits: 1
Schools: T

This course is designed for students who wish to study basic elements and current trends of technical theatre. Work will include hands-on experiences in set and prop design, costume design, lighting design and sound design. Some time outside of class may be required for productions. Students may take this course multiple times.

Theatre Tech (Prophetic) Honors
Course Number: 5362X40
Prerequisites: Performance/Audition
Credits: 1
Schools: T

This second level course is designed for students who wish to continue their study of technical theatre. Students are eligible for Honor’s credit. Work will include hands-on experiences in set and prop design, costume design, lighting design and sound design. Some time outside of class may be required for productions. Students may take this course multiple times.

Visual Arts
Advanced Art Honors (Intermediate Study)
Course Number: 5449X40
Prerequisites: Intermediate Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: Drawing
Course Number: 5247X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: 2D Design
Course Number: 5247X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: 3D Design
Course Number: 5247X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: Drawing
Course Number: 5449X40
Prerequisites: Intermediate Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: 2D Design
Course Number: 5449X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

AP® Studio Art: 3D Design
Course Number: 5449X40
Prerequisite: Proficient Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R S T W

Theatre Arts (Proficient) Honors
Course Number: 5197X40
Prerequisites: Performance/Audition
Credits: 1
Schools: R S T W

Theatre Tech (Intermediate)
Course Number: 5362X40
Prerequisites: Performance/Audition
Credits: 1
Schools: T

This course is designed for students who wish to study basic elements and current trends of technical theatre. Work will include hands-on experiences in set and prop design, costume design, lighting design and sound design. Some time outside of class may be required for productions. Students may take this course multiple times.

Theatre Tech (Prophetic) Honors
Course Number: 5362X40
Prerequisites: Performance/Audition
Credits: 1
Schools: T

This second level course is designed for students who wish to continue their study of technical theatre. Students are eligible for Honor’s credit. Work will include hands-on experiences in set and prop design, costume design, lighting design and sound design. Some time outside of class may be required for productions. Students may take this course multiple times.
Fine Crafts (Beginning)
Course Number: 54612X01
Prerequisite: Beginning Ceramics and/or Teacher/Principal Recommendation
Credits: 1
Schools: R T W

Beginning Fine Crafts is the foundation level for the Fine Crafts sequence. This course is designed for students who wish to explore multiple art media and techniques other than drawing and painting. Some of the media that students will be exposed to include: clay, other sculptural materials, fiber/fabric dyeing, stitching, paper, glass, wire, found objects and printmaking materials. Students will be introduced to various construction techniques and begin to understand the expressive qualities of the different art media/materials. Problem solving and decision making skills are emphasized. Students are expected to continue to build their knowledge of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, the cultural contexts of art making and safety in the art room as they produce 2D and 3D projects. Developing a beginning level portfolio is encouraged.

Fine Crafts (Intermediate)
Course Number: 54622X01
Prerequisite: Beginning Fine Crafts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R T W

Intermediate Fine Crafts continues to build on the technical and skills and foundation knowledge acquired in Beginning Fine Crafts. Most of the media will be familiar to the students, and as such, the course will focus on refining construction techniques while moving students toward producing more creative, original art work. A key part of this process is the students' ability to think critically about their own art making processes and assessing their work at various stages of production. The elements of art, principles of design, art history and understanding cultural and context and economics of art will be explored in a more in-depth manner through art criticism and art production. Students will continue to build a portfolio of between 10-15 pieces based on technical quality and a developing sense of personal style.

Fine Crafts (Proficient) Honors
Course Number: 54632X01
Prerequisite: Intermediate Fine Crafts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R W

Proficient Fine Crafts continues to work with a variety of media in more depth. Art processes and techniques are emphasized as students will be combining different media in their exploration of functionality and aesthetics of their work. Further appreciation of aesthetic issues will be developed as students explore art history, art criticism, and personal and cultural influences on the art making process. American modern art will be studied with a focus on mixed media, assemblage, jewelry and fiber arts. Students will continue to develop a digital portfolio of between 15-20 pieces based on technical quality, personal style, direction, and its intended purpose.

AP® Studio Art: 3D Design
Course Number: 54612X01
Prerequisite: Beginning Visual Arts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R T W

Beginning Fine Crafts is the foundation level for the Fine Crafts sequence. This course is designed for students who wish to explore multiple art media and techniques other than drawing and painting. Some of the media that students will be exposed to include: clay, other sculptural materials, fiber/fabric dyeing, stitching, paper, glass, wire, found objects and printmaking materials. Students will be introduced to various construction techniques and begin to understand the expressive qualities of the different art media/materials. Problem solving and decision making skills are emphasized. Students are expected to continue to build their knowledge of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, the cultural contexts of art making and safety in the art room as they produce 2D and 3D projects. Developing a beginning level portfolio is encouraged.

Fine Crafts (Intermediate)
Course Number: 54622X01
Prerequisite: Beginning Fine Crafts and/or Teacher/Principal Recommendation
Credits: 1
Schools: R T W

Intermediate Fine Crafts continues to build on the technical and skills and foundation knowledge acquired in Beginning Fine Crafts. Most of the media will be familiar to the students, and as such, the course will focus on refining construction techniques while moving students toward producing more creative, original art work. A key part of this process is the students' ability to think critically about their own art making processes and assessing their work at various stages of production. The elements of art, principles of design, art history and understanding cultural and context and economics of art will be explored in a more in-depth manner through art criticism and art production. Students will continue to build a portfolio of between 10-15 pieces based on technical quality and a developing sense of personal style.

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Course Number: 54632X01
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Advanced Visual Arts is for the student who has successfully completed a one page artist statement. Students will take part in planning and installing an exhibition of their work, including evidencing high quality, a broad base of knowledge, and in-depth are the expectations. A digital portfolio of between 20-25 pieces aesthetics. Exceptional initiative, serious involvement, and commitment are the expectations. These students develop, clarify, and apply their philosophy of art through in-depth, independent, and met set criteria through the Proficient level. These students develop, clarify, and apply their philosophy of art through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are the expectations. A digital portfolio of between 20-25 pieces evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. These students develop, clarify, and apply their philosophy of art through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are the expectations. A digital portfolio of between 20-25 pieces evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. These students will take part in planning and installing an exhibition of their work, including a one page artist statement.

Visual Arts (Beginning)
Course Number: 54175X0
Prerequisite: Visual Arts (Beginning)
Credits: 1

Schools: E R S T U W
Visual Arts (Beginning) Honors
Course Number: 54177X0
Prerequisite: Visual Arts (Beginning)
Credits: 1

Schools: E R S T U W
Visual Arts (Intermediate)
Course Number: 54162X0
Prerequisite: Visual Arts (Beginning) and/or Principal Recommendation
Credits: 1

Schools: E R S T U W
Visual Arts (Intermediate) Honors
Course Number: 54164X0
Prerequisite: Visual Arts (Beginning) and/or Principal Recommendation
Credits: 1

Schools: E R S T U W
Visual Arts (Advanced)
Course Number: 54165X0
Prerequisite: Visual Arts (Intermediate) and/or Principal Recommendation
Credits: 1

Schools: E R S T U W
Visual Arts (Advanced) Honors
Course Number: 54167X0
Prerequisite: Visual Arts (Intermediate) and/or Principal Recommendation
Credits: 1

Schools: E R S T U W
Visual Arts (Intermediate) Honors
Course Number: 54166X0
Prerequisite: Visual Arts (Beginning) and/or Principal Recommendation
Credits: 1

Schools: E R S T U W
Visual Arts (Advanced) Honors
Course Number: 54168X0
Prerequisite: Visual Arts (Intermediate) and/or Principal Recommendation
Credits: 1

Schools: E R S T U W

Randolph County School System
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Program of Studies 2020-2021

Randolph County School System
38
Program of Studies 2020-2021
What is CTE?
The mission of Career and Technical Education (CTE) is to empower all students to be successful citizens, workers and leaders in a global economy. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge. Programs in Career and Technical Education are designed to contribute to the broad educational achievement of students, including basic skills such as reading, writing, and mathematics, as well as their ability to work independently and as part of a team, think creatively, solve problems, and utilize technology. These tools and experiences make school more relevant, and ensure students are ready for the real world. Whether students plan to further their education in community colleges, technical schools, four-year colleges and universities, receive on-the-job training, or pursue careers in the military, CTE can be the first step in a pathway toward productive employment and citizenship.

Career Clusters
The National Career Clusters® Framework serves as an organizing tool for Career and Technical Education (CTE) programs, curriculum design and instruction. There are 16 career clusters in the National Career Clusters® Framework, representing more than 70 Career Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.

Career clusters identify groups of occupations in the same field of work that require similar skills. Each cluster contains several smaller groups called career pathways that connect to educational programs, industries and careers. While a career cluster paints a broad picture of a group of occupations, a pathway helps students focus on and develop a clear, more informed educational plan over time. The structure of the National Career Clusters® Framework of 16 career clusters and more than 70 related career pathways supports students’ growing career awareness and exploration.

For more information on career clusters, visit www.nccareers.org

CTE Concentrators
Concentrating in CTE can provide students a strong foundation of technical knowledge and employability skills to complement their academic studies and prepare them for both college and career options. To complete a CTE concentration, students must complete an approved career pathway program of study. Students completing a CTE concentration are designated as “CTE Concentrators” or “CTE Completers” and may be eligible for additional opportunities including:

- Participation in the National Technical Honor Society
- Career Endorsement on the North Carolina high school diploma
- National Career Readiness Certification through ACT WorkKeys® assessment system

A list of career pathway programs of study is provided on the following pages. Questions regarding career pathway programs of study offered at each high school or completing a CTE concentration should be directed to the Career Development Coordinator at each school.

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<th>Career Cluster</th>
<th>Career Pathway</th>
<th>Required Courses for CTE Concentration</th>
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<td>AA21 Animal Science I</td>
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<td>AA22 Animal Science II or AA23 Animal Science II Small Animal</td>
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<td>Agriculture, Food &amp; Natural Resources</td>
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## CTE CREDENTIALS AND CERTIFICATIONS

### AGRICULTURE, FOOD AND NATURAL RESOURCES

#### Animal Waste Operator Certification
- Animal Science II
  - This training program is designed to provide operators of animal waste management systems the basic understanding needed to operate and maintain these systems in an efficient and environmentally sound manner.

#### AWS Certified Welder D1.1 Structural Steel
- Agricultural Mechanics I
- Agricultural Mechanics II
- Agricultural Production I
- Agriscience Applications
  - The Certified Welder program tests welders to procedures used in the structural steel and other industries. AWS D1.1 is an endorsement covering four subject areas: material and design, fabrication, inspection, and qualification.

#### Canine Care and Training Program (CCTP)
- Animal Science II
  - The CCTP helps students by teaching them how to properly care for dogs, providing them with the skills necessary for training dogs, and teaching them how to effectively understand and communicate with dogs. The skills that students develop through the CCTP curriculum will help them succeed in any field relating to animal science, animal husbandry, or animal training. The CCTP will also teach students how to become more community-minded when addressing some of the problems other species face as a result of human negligence and mismanagement.

#### Master Service Technician: Briggs and Stratton
- Agricultural Mechanics II Small Engines
  - Briggs and Stratton Master Service Technician certification holders are recognized among the best in the business. Having this certification allows students to increase their value as entry- and advanced-level workers by demonstrating advanced mastery in operational theory, governor systems, ignition systems, fuel systems and carburetors, charging systems, diagnostics, failure, and warranty analysis of small engine systems. Students who obtain the Briggs and Stratton Master Service Technician certification have marketable skills giving them a competitive edge.

#### National Safe Tractor and Machinery Operation Certification
- Agricultural Mechanics I
- Agricultural Mechanics II
- Agricultural Production I
- Agriscience Applications
  - By successfully completing this certification program, 14- and 15-year-old youth may legally operate farm tractors and powered machinery for hire which they otherwise would not be allowed to operate under the U.S. Department of Labor's Hazardous Occupations Order in Agriculture. Subjects covered include general agricultural safety, tractor and equipment operation, and highway transportation.

#### NC Beef Quality Assurance
- Agricultural Production I
- Animal Science I
- Animal Science II
  - The North Carolina Beef Quality Assurance (NC-BQA), is a cooperative effort between beef producers, veterinarians, nutritionists, extension staff, and other professionals from North Carolina State University, the North Carolina Department of Agriculture and Consumer Services, the North Carolina Cattlemen's Association, and the North Carolina Cattlemen's Beef Council. The NC-BQA program is designed to assist producers to set production standards that can be met or exceeded, establish systems for data retention and record keeping, and provide training and education encompassing the BQA guidelines.

#### NC Hunter Safety Certification
- Agriscience Applications
- Natural Resources I
- Natural Resources II
  - More than a firearm safety course, instruction in the NC Hunter Safety Course includes ethics and responsibility, conservation and wildlife management, wildlife identification, survival and first aid, specialty hunting and tree stand safety.

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- Agricultural Mechanics I
- Agricultural Mechanics II
- Agricultural Production I
- Agriscience Applications
  - By successfully completing this certification program, 14- and 15-year-old youth may legally operate farm tractors and powered machinery for hire which they otherwise would not be allowed to operate under the U.S. Department of Labor's Hazardous Occupations Order in Agriculture. Subjects covered include general agricultural safety, tractor and equipment operation, and highway transportation.

#### NC Beef Quality Assurance
- Agricultural Production I
- Animal Science I
- Animal Science II
  - The North Carolina Beef Quality Assurance (NC-BQA), is a cooperative effort between beef producers, veterinarians, nutritionists, extension staff, and other professionals from North Carolina State University, the North Carolina Department of Agriculture and Consumer Services, the North Carolina Cattlemen's Association, and the North Carolina Cattlemen's Beef Council. The NC-BQA program is designed to assist producers to set production standards that can be met or exceeded, establish systems for data retention and record keeping, and provide training and education encompassing the BQA guidelines.

#### NC Hunter Safety Certification
- Agriscience Applications
- Natural Resources I
- Natural Resources II
  - More than a firearm safety course, instruction in the NC Hunter Safety Course includes ethics and responsibility, conservation and wildlife management, wildlife identification, survival and first aid, specialty hunting and tree stand safety.
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**Randolph County School System** 43 Program of Studies 2020-2021

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Microsoft Office Specialist (MOS) certifications are available in each specific Office program and are designed to determine a candidate's ability to use an Office application. MOS certifications give students a professional edge by providing globally recognized, industry endorsed evidence of skills mastery.

Venture Entrepreneurial Expedition
Entrepreneurship I
Entrepreneurship II
EverFi Venture Entrepreneurial Expedition covers seven modules of entrepreneurship designed to help students develop a personalized plan for their individual business along with a roadmap for academic and career success. Modules include: budgeting and building startup capital, generating business ideas, market research, growing a business, business finances, marketing, and creating a business pitch.

OSHA 10
North Carolina Nurse Aide I
Health Science II
American Heart Association CPR Healthcare
Basic Life Support (BLS) training reinforces healthcare professionals' understanding of the importance of early CPR and defibrillation, basic steps of performing CPR, relieving choking, and using an AED; and the role of each link in the chain of survival. Successful completion of the course earns Healthcare Professional BLS certification through the American Heart Association.

American Heart Association Heart Saver First Aid
Heart saver First Aid CPR AED teaches students critical skills needed to respond to and manage an emergency until emergency medical services arrives. Skills covered include first aid, choking relief, and sudden cardiac arrest in adults, children, and infants. Successful completion of the course earns certification through the American Heart Association.

North Carolina Nurse Aide I Nursing Fundamentals
Nurse Aide I is the basic credential for nurse aides in North Carolina. The Nurse Aide I is awarded by the Department of Health and Human Services and is the foundation for practice at higher levels. Students must successfully complete a training program, National Nurse Aide Assessment Program exam, and demonstrate mastery of patient care skills to be eligible for listing on the NC Nurse Aide Registry.

OSHA 10-Hour Industry Certification (Healthcare)
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Conover Credential Workplace Readiness Career Management
The Conover Job Readiness program assesses an individual's level of skill in eight categories identified as being essential to workplace readiness. Skill enhancements in the Job Readiness program include: attitude, communication, planning and organizing, critical thinking, interpersonal/social skills, teamwork, and social media rules.

WorkKeys National Career Readiness Certification
CTE Concentrators (graduating seniors who complete a career pathway program of study)
The ACT WorkKeys National Career Readiness Certificate is an assessment-based credential issued at four levels (platinum, gold, silver, and bronze) that measures and certifies the essential work skills needed for success in jobs across industries and occupations.

Health Science
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**ServSafe Food Protection Managers Certification**

- Food and Nutrition II
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TRADE AND INDUSTRIAL EDUCATION

ASE Auto Maintenance and Light Repair Certification (G1)
   Automotive Service III

The ASE G1 certification provides an assessment of an individual’s technical knowledge of bumper-to-bumper maintenance and light repairs in the critical areas of engine systems, automatic transmission/transaxle, manual drive train and axles, suspension and steering, brakes, electrical, and heating and air conditioning.

ASE Entry-Level Certification:
   Automotive Service II
   Automotive Service III

The National Institute for Automotive Service Excellence (ASE) Entry-Level certification tests are designed to indicate a satisfactory level of practical knowledge-based readiness for the workforce in candidates seeking a career in the automotive service industry. ASE Entry-Level certification tests available for the automotive series: Maintenance and Light Repair, Brakes, and Electrical/Electronic Systems.

Electronics Technicians Association

The Electronics Modules program is based on ETA’s Associate level certification and is aligned with a growing portion of the electronics education industry that is charged with providing electronics training in certain areas of electronics. Students in this program may earn certifications in DC electronics (EM1), AC electronics (EM2), and digital electronics (EM4).

NC NCCER Credential
   Construction Core
   Carpentry I / II / III
   Masonry I / II / III

The National Center for Construction Education and Research provides training, assessment, certification and career development for construction and maintenance craft professionals. NCCER’s industry-recognized credentials provide students and craft professionals with national portability of skills. Credentials available include Core Curriculum, Carpentry, and Masonry.

NIMS Machining Level I
   Metals Manufacturing I
   Metals Manufacturing II

The National Institute for Metalworking Skills (NIMS) credentials are earned by students, trainees, apprentices, employees, and military personnel nationwide and around the world. Candidates must demonstrate skills that meet industry established standards to earn NIMS credentials in: Job Planning, Benchwork, and Layout; Measurement, Materials and Safety; and Manual Milling Skills.

OSHA 10-Hour Construction Industry Certification
   Construction Core

The OSHA Outreach Training Program for Construction Industry provides training for entry-level workers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in the construction industry.

S/P2 Automotive
   Auto Service Fundamentals

S/P2 provides industry-specific training covering topics in the automotive service industry. Students may earn certifications for Mechanical Pollution Prevention and Mechanical Safety to demonstrate mastery of skills that are desirable to employers in the automotive industry.

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### HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION AGREEMENT

The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. The North Carolina High School to Community College Articulation Agreement provides a seamless process that joins secondary and postsecondary Career and Technical (CTE) programs of study.

The statewide articulation agreement comprises approximately 50 high school CTE courses that match the knowledge and skills taught in similar community college courses. The articulation agreement ensures that if a student is proficient in his/her high school course, the student can receive college credit for that course at any North Carolina community college. This streamlines the student’s educational pathway by eliminating the need to take multiple courses with the same learning outcomes.

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date and meet the following criteria.

- Final grade of B or higher in the course; AND
- A score of 93 or higher on the CTE Post Assessment

For additional information about the North Carolina High School to Community College Articulation Agreement, visit [www.ncperkins.org](http://www.ncperkins.org).

The following list includes CTE courses offered in the Randolph County School System that are included in the North Carolina High School to Community College Articulation Agreement.

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<td>AA22 Animal Science II</td>
<td>ANS 110 Animal Science</td>
</tr>
<tr>
<td>AP41 Horticulture I</td>
<td>HOR 150 Intro to Horticulture</td>
</tr>
<tr>
<td>AP44 Horticulture II-Landscaping</td>
<td>HOR 114 Landscaping Construction; OR LSG 111 Basic Landscaping Technique</td>
</tr>
<tr>
<td>AS32 Agricultural Mechanics II</td>
<td>WLD 112 Basic Welding Processes; OR AGR 111 Basic Farm Maintenance</td>
</tr>
<tr>
<td>BD10 Multimedia and Webpage Design</td>
<td>WEB 110 Internet/Web Fundamentals; OR WEB 120 Intro to Internet Multimedia</td>
</tr>
<tr>
<td>BM10 Microsoft Word and PowerPoint</td>
<td>OST 137 Office Software Applications</td>
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<tr>
<td>BM20 Microsoft Excel</td>
<td>CTS 130 Spreadsheet</td>
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<td>FE11 Early Childhood Education I; AND</td>
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<td>CST 112 Construction II *Must receive articulated credit for CST 111</td>
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<td>ELC 112 DC/AC Electricity; AND ELC 126 Electrical Computations or EGR 131 Intro to Electronics Tech</td>
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<td>BPR 111 Blueprint Reading; AND MAC 111 Machining Technology I; AND MAC 151 Machining Calculations</td>
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<td>TRN 111 Chassis Maintenance/Light Repair; AND TRN 112 Powertrain Maintenance/Light Repair; AND AUT 113 Automotive Servicing I *Must complete MLR Task List</td>
</tr>
<tr>
<td>ME11 Entrepreneurship I</td>
<td>ETR 210 Intro to Entrepreneurship</td>
</tr>
<tr>
<td>MM51 Marketing</td>
<td>ETR 230 Entrepreneur Marketing; OR MKT 110 Principles of Fashion; OR MKT 120 Principles of Marketing</td>
</tr>
</tbody>
</table>
Adobe Digital Design
Course Number: AS224X0
Adobe Digital Design Honors
Course Number: AS225X0

This course is a project-based course that develops ICT, career, and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

Adobe Video Design
Course Number: AS224X0
Adobe Video Design Honors
Course Number: AS225X0

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced.

Adobe Digital Design
Course Number: AS224X0
Adobe Digital Design Honors
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Adobe Video Design
Course Number: AS224X0
Adobe Video Design Honors
Course Number: AS225X0

This course is a project-based course that develops ICT, career, and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.
This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the mathematics, and science are reinforced in this class.

**Course Number:** AA212X0
**Prerequisite:** None
**Credit:** 1

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

**Course Number:** AA215X0
**Prerequisite:** None
**Credit:** 1

This course introduces students to the profound changes taking place worldwide in the tourism industry. Students examine the environmental and socioeconomic impacts and interrelationships of tourism, as well as the transition to a greener tourism economy. They explore the ramifications of tourism development in terms of increased sustainability, profitability, and benefits to the surrounding communities, and they examine ecotourism as a model for sustainability. Finally, students explore careers in the field of sustainable tourism.

**Course Number:** CN502X0
**Prerequisite:** Animal Science I
**Credit:** 1

This course introduces students to the critical skills needed for hotel and restaurant management. Students explore communication skills and various aspects of the hospitality and tourism industry. They examine customer service, employee service, and tourism operations. Students also explore career opportunities in the field of hospitality and tourism.

**Course Number:** CN532X0
**Prerequisite:** Math I
**Credit:** 1

This course introduces students to the profound changes taking place worldwide in the tourism industry. Students examine the environmental and socioeconomic impacts and interrelationships of tourism, as well as the transition to a greener tourism economy. They explore the ramifications of tourism development in terms of increased sustainability, profitability, and benefits to the surrounding communities, and they examine ecotourism as a model for sustainability. Finally, students explore careers in the field of sustainable tourism.

**Course Number:** CN540X0
**Prerequisite:** Math I
**Credit:** 0.5

This course introduces students to the critical skills needed for hotel and restaurant management. Students explore communication skills and various aspects of the hospitality and tourism industry. They examine customer service, employee service, and tourism operations. Students also explore career opportunities in the field of hospitality and tourism.

**Course Number:** CN525X0
**Prerequisite:** None
**Credit:** 0.5

This course introduces students to the critical skills needed for hotel and restaurant management. Students explore communication skills and various aspects of the hospitality and tourism industry. They examine customer service, employee service, and tourism operations. Students also explore career opportunities in the field of hospitality and tourism.

**Course Number:** CN525X0
**Prerequisite:** None
**Credit:** 0.5

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

**Course Number:** AA212X0
**Prerequisite:** None
**Credit:** 1

This course introduces students to the profound changes taking place worldwide in the tourism industry. Students examine the environmental and socioeconomic impacts and interrelationships of tourism, as well as the transition to a greener tourism economy. They explore the ramifications of tourism development in terms of increased sustainability, profitability, and benefits to the surrounding communities, and they examine ecotourism as a model for sustainability. Finally, students explore careers in the field of sustainable tourism.

**Course Number:** CN502X0
**Prerequisite:** Animal Science I
**Credit:** 1

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class.

**Course Number:** AA235X0
**Prerequisite:** None
**Credit:** 1

This course introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze both good and poor customer service in a variety of contexts and through various methods. Students explore communication skills and their use in solving problems perspective to understand barriers to communication and good service. They learn various means of measuring the quality of service and explore careers that focus on customer service.

**Course Number:** CN532X0
**Prerequisite:** None
**Credit:** 0.5

This course introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze both good and poor customer service in a variety of contexts and through various methods. Students explore communication skills and their use in solving problems perspective to understand barriers to communication and good service. They learn various means of measuring the quality of service and explore careers that focus on customer service.

**Course Number:** CN525X0
**Prerequisite:** None
**Credit:** 0.5

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**Course Number:** AA235X0
**Prerequisite:** None
**Credit:** 1

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

**Course Number:** AA212X0
**Prerequisite:** None
**Credit:** 1

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

**Course Number:** AA212X0
**Prerequisite:** None
**Credit:** 1

This course introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze both good and poor customer service in a variety of contexts and through various methods. Students explore communication skills and their use in solving problems perspective to understand barriers to communication and good service. They learn various means of measuring the quality of service and explore careers that focus on customer service.

**Course Number:** CN532X0
**Prerequisite:** None
**Credit:** 0.5

This course introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze both good and poor customer service in a variety of contexts and through various methods. Students explore communication skills and their use in solving problems perspective to understand barriers to communication and good service. They learn various means of measuring the quality of service and explore careers that focus on customer service.

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**Course Number:** AA235X0
**Prerequisite:** None
**Credit:** 1
Automotive Service I
Course Number: IT162X0
Prerequisite: Automotive Service Fundamentals
Credit: 1
This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

Automotive Service II
Course Number: IT172X0
Prerequisite: Automotive Service I
Credit: 1
This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

Automotive Service III
Course Number: IT173X0
Prerequisite: Automotive Service II
Credit: 1
This course builds on the skills and knowledge introduced in Automotive Service I & II; building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced.

Biomedical Technology I
Course Number: HB112X0
Prerequisite: Health Science
Credit: 1
This course challenges students to investigate current trends in health care. 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.

Biomedical Technology II Honors
Course Number: HB112X2
Prerequisite: Biomedical Technology I
Credit: 1
This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations contribute as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

Business Law
Course Number: BB313X0
Prerequisite: Principles of Business and Finance
Credit: 1
This course provides an understanding of business law principles and their application in the workplace. Students will learn about the legal environment in which businesses operate, including contract law, tort law, and intellectual property law. English language arts are reinforced.

Business Management I
Course Number: BB412X0
Prerequisite: Business Management
Credit: 1
This course is designed to introduce students to core business management concepts. The experience includes managing personnel, organizing, staff, and directing the business's resources to ensure the effectiveness of the decision-making process. The experience also includes students working through ethical dilemmas and problem-solving situations with customer service. English language arts and critical-thinking skills are reinforced.

Career Development Guidelines
Course Number: CC452X0
Prerequisite: Career Management
Credit: 1
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 and science are reinforced.

Biomedical Technology I Honors
Course Number: HB112X2
Prerequisite: Biomedical Technology I
Credit: 1
This course challenges students to investigate current trends in health care. 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.

Business Management II
Course Number: BB422X0
Prerequisite: Business Management I
Credit: 1
This course is designed to introduce students to core management concepts. The experience includes managing personnel, organizing, staff, and directing the business's resources to ensure the effectiveness of the decision-making process. The experience also includes students working through ethical dilemmas and problem-solving situations with customer service. English language arts and critical-thinking skills are reinforced.

Career Management
Course Number: CC118X0
Prerequisite: Biomedical Technology
Credit: 1
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 and science are reinforced.

Automotive Service I Honors
Course Number: IT162X2
Prerequisite: Automotive Service Fundamentals
Credit: 1
This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

Automotive Service II Honors
Course Number: IT172X2
Prerequisite: Automotive Service I
Credit: 1
This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

Automotive Service III Honors
Course Number: IT173X2
Prerequisite: Automotive Service II
Credit: 1
This course builds on the skills and knowledge introduced in Automotive Service I & II; building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced.

Business Law Honors
Course Number: BB313X2
Prerequisite: Principles of Business and Finance
Credit: 1
This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced.

Business Management II Honors
Course Number: BB422X2
Prerequisite: Business Management I
Credit: 1
This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced.
**Computer Science Principles I**
Course Number: BP422X0
Prerequisite: None
Credit: 1

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the big CS ideas in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play.

Art, English language arts and mathematical concepts are reinforced.

**Computer Science Principles II**
Course Number: BP423X0
Prerequisite: Computer Science Principles I
Credit: 1

This is a second level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in depth examination of the "big CS ideas" including a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

Art, English language arts, and mathematical concepts are reinforced.

**Construction Core**
Course Number: FE000X0

**Child Development**
Course Number: FE005X0
Prerequisite: None
Credit: 1

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.

**Child Development Honors**
Course Number: IC002X0
Prerequisite: None
Credit: 1

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.

**Construction Core**
Course Number: IC002X0
Prerequisite: None
Credit: 1

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.

**Computer Science Principles I**
Course Number: BP422X0
Prerequisite: None
Credit: 1

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the big CS ideas in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play.

Art, English language arts, and mathematical concepts are reinforced.

**Computer Science Principles II**
Course Number: BP423X0
Prerequisite: Computer Science Principles I
Credit: 1

This is a second level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in depth examination of the "big CS ideas" including a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

Art, English language arts, and mathematical concepts are reinforced.

**Construction Core**
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**Environmental Science**
Course Number: FE002X0
Prerequisite: None
Credit: 1

This course builds on skills mastered in Environmental Science I and covers advanced technical aspects of environmental science with an emphasis on environmental science and sustainability. Students will learn about the impact of human activities on the environment, the scientific principles underlying environmental processes, and the role of science in addressing environmental issues. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of science on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

Art, English language arts, and mathematical concepts are reinforced.

**Environmental Science Honors**
Course Number: IC002X0
Prerequisite: None
Credit: 1

This course builds on skills mastered in Environmental Science I and covers advanced technical aspects of environmental science with an emphasis on environmental science and sustainability. Students will learn about the impact of human activities on the environment, the scientific principles underlying environmental processes, and the role of science in addressing environmental issues. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of science on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

Art, English language arts, and mathematical concepts are reinforced.

**Environmental Science Honors**
Course Number: IC002X0
Prerequisite: None
Credit: 1

This course builds on skills mastered in Environmental Science I and covers advanced technical aspects of environmental science with an emphasis on environmental science and sustainability. Students will learn about the impact of human activities on the environment, the scientific principles underlying environmental processes, and the role of science in addressing environmental issues. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of science on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

Art, English language arts, and mathematical concepts are reinforced.
This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. Art, English language arts, mathematics, science, and social studies are reinforced.

Culinary Arts & Hospitality II-Applications
Course Number: FH173X0
Prerequisite: Culinary Arts & Hospitality I
Credit: 1

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program’s school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English language arts, mathematics, science, social studies, and arts are reinforced.

Culinary Arts & Hospitality III
Course Number: FH130X0
Prerequisite: Culinary Arts & Hospitality II-Applications
Credit: 1

This course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

Culinary Arts & Hospitality IV-Applications
Course Number: FH140X0
Prerequisite: Culinary Arts & Hospitality III
Credit: 2

This course is designed for students to demonstrate their knowledge and skills in advanced food preparation, garde manger, baking and pastry, and food service operations by planning and executing the program’s school-based enterprise. The experience includes students preparing and selling a variety of meat, poultry, and seafood entrées served with accompaniments and sauces and yeast breads, desserts, and pastries, while applying human relations management, menu planning, and food service purchasing and receiving. Arts, English language arts, mathematics, science, and social studies are reinforced.

Digital Media I
Course Number: LA312X0
Prerequisite: None
Credit: 1

This course is the first in a two-part series of courses that provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced.

Drone Technology I
Course Number: D112X0
Prerequisite: Must be 16 to sit for FAA 14 CFR part 107 credential exam
Credit: 1

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight mapping software. English language arts are reinforced.

Early Childhood Education I
Course Number: FE112X0
Prerequisite: Child Development, AND students must be 16 by October 1st
Credit: 2

This two-credit course prepares students to work with children in early education and childcare settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques in classrooms for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Parenting and Child Development is a recommended prerequisite for this course.

Early Childhood Education II Honors
Course Number: FE132X0
Prerequisite: Early Childhood Education I
Credit: 2

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and childcare settings. Areas of study include program planning and management, developing appropriate practices, techniques and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time.

Early Childhood Education II Honors
Course Number: FE132X0
Prerequisite: Early Childhood Education I
Credit: 2

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and childcare settings. Areas of study include program planning and management, developing appropriate practices, techniques and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time.

Early Childhood Education II Honors
Course Number: FE132X0
Prerequisite: Early Childhood Education I
Credit: 2

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and childcare settings. Areas of study include program planning and management, developing appropriate practices, techniques and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time.
Electronics I
Course Number: M212X0
Prerequisite: None
Credit: 1
This course covers Direct Current (DC) Basics and is aligned to the Electronic Technicians Association (ETA) EM1 certification. Topics include: a) basic electrical theory, b) magnetism, c) safety, d) electronic equipment, e) electronic components, f) Ohms Law. Mathematics for electronics, g) electronic measurements, h) series circuits, j) parallel circuits, k) series/parallel circuits, and k) battery power supplies.

Food and Nutrition II
Course Number: IM322X0
Prerequisite: Electronics I
Credit: 1
This course covers advanced practices, principles, and special equipment and materials based upon the Electronic Technicians Association (ETA) areas of analog and alternating current. Topics include safety, alternating current, inductive/capacitive/RCL circuits, semiconductor devices, rectifiers/filter circuits, and bipolar transistors. English language arts, mathematics, and science are reinforced.

Food and Nutrition II Honors
Course Number: IM322X0
Prerequisite: Food and Nutrition I
Credit: 1
This course covers advanced practices, principles, and special equipment and materials based upon the Electronic Technicians Association (ETA) areas of analog and alternating current. Topics include safety, alternating current, inductive/capacitive/RCL circuits, semiconductor devices, rectifiers/filter circuits, and bipolar transistors. English language arts, mathematics, and science are reinforced.

Foundations of Health Science
Course Number: H212X0
Prerequisite: None
Credit: 1
This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

Health Science I
Course Number: H212X0
Prerequisite: None
Credit: 1
This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

Health Science I Honors
Course Number: H212X0
Prerequisite: Entrepreneurship I
Credit: 1
In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.

Entrepreneurship I
Course Number: M212X0
Prerequisite: None
Credit: 1
This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for the retail of fashion at the entry level of work or postsecondary education. English language arts, mathematics, social studies, and technology are reinforced.

Entrepreneurship I Honors
Course Number: M212X0
Prerequisite: None
Credit: 1
This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for the retail of fashion at the entry level of work or postsecondary education. English language arts, mathematics, social studies, and technology are reinforced.

Entrepreneurship II
Course Number: M212X0
Prerequisite: Entrepreneurship I
Credit: 1
In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.

Entrepreneurship II Honors
Course Number: M212X0
Prerequisite: Entrepreneurship I
Credit: 1
In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.

Foundations of Health Science
Course Number: H212X0
Prerequisite: None
Credit: 1
This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

Health Science I Honors
Course Number: H212X0
Prerequisite: Entrepreneurship I
Credit: 1
In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.

Health Science I
Course Number: H212X0
Prerequisite: None
Credit: 1
This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.
Health Science II
Course Number: HU4220X
Prerequisite: Health Science I
Credit: 1
In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies and technology are reinforced.

Hospitality and Tourism
Course Number: HU4220X
Prerequisite: Marketing, or Principles of Business and Finance; or Sports and Entertainment Marketing I
Credit: 1
In this course, students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course.

Health Science II Honors
Course Number: HU4220X
Prerequisite: Health Science I
Credit: 1
This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course.

Horticulture I
Course Number: AP4120X
Prerequisite: None
Credit: 1
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced.

Horticulture II
Course Number: AP4220X
Prerequisite: Horticulture I
Credit: 1
This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced.

Horticulture II Honors
Course Number: AP4220X
Prerequisite: Horticulture I
Credit: 1
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced.

Introduction to Computer Science Using MakeCode
Course Number: BP0120X
Prerequisite: None
Credit: 1
This course is an introduction to coding and computer science by way of making and design using the micro:bit microcontroller board and Microsoft’s MakeCode block-based coding environment. This project-based curriculum allows students to create a context for learning coding and computer science concepts that can serve as the foundation for future study.

Interior Design I
Course Number: FI5120X
Prerequisite: None
Credit: 1
This course prepares students for entry-level and technical work in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals and 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
Course Number: FI5220X
Prerequisite: Interior Design I
Credit: 1
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals and 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.

Introduction to Computer Science Using MakeCode
Course Number: BP0120X
Prerequisite: None
Credit: 1
This course is an introduction to coding and computer science by way of making and design using the micro:bit microcontroller board and Microsoft’s MakeCode block-based coding environment. This project-based curriculum allows students to create a context for learning coding and computer science concepts that can serve as the foundation for future study.

Sports and Entertainment Marketing I
Course Number: FI5120X
Prerequisite: Marketing; or Principles of Business and Finance; or Sports and Entertainment Marketing I
Credit: 1
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals and 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.

Sports and Entertainment Marketing II
Course Number: FI5220X
Prerequisite: Marketing; or Principles of Business and Finance; or Sports and Entertainment Marketing I
Credit: 1
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals and 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.

Tourism I
Course Number: HS4220X
Prerequisite: Marketing, or Principles of Business and Finance; or Sports and Entertainment Marketing I
Credit: 1
In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies and technology are reinforced.

Tourism II
Course Number: HS4220X
Prerequisite: Marketing, or Principles of Business and Finance; or Sports and Entertainment Marketing I
Credit: 1
In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies and technology are reinforced.
This course builds on skills mastered in Masonry II and provides an overview of the processes involved in masonry installation techniques, as well as the selection and use of masonry tools and equipment. Students will develop an understanding of the materials used in masonry construction, and will be able to identify and describe the properties of various masonry materials. Students will also learn how to calculate material quantities and costs, and will be able to estimate the cost of masonry projects. Students will be able to identify and describe the hazards associated with masonry construction, and will be able to describe the importance of safety and health in the workplace. Students will be able to describe the importance of communication and cooperation in the workplace, and will be able to describe the importance of teamwork and leadership in the workplace.

Metals Manufacturing Technology I
Course Number: BM501X0
Prerequisite: None
Credit: 1
This course introduces students to the principles of metals manufacturing, including the selection and use of metals, cutting and forming processes, and the properties of metals. Students will be able to identify and describe the hazards associated with metals manufacturing, and will be able to describe the importance of safety and health in the workplace. Students will be able to describe the importance of communication and cooperation in the workplace, and will be able to describe the importance of teamwork and leadership in the workplace.

Microsoft Excel Honors
Course Number: BM503X0
Prerequisite: None
Credit: 1
This course builds on skills mastered in Microsoft Excel and provides an emphasis on advanced Excel tools, such as pivot tables, macros, and conditional formatting. Students will be able to create and manipulate complex Excel spreadsheets, and will be able to use Excel to perform data analysis and visualization. Students will be able to use Excel to create professional-looking budgets, financial statements, and other financial documents.

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Marketing Applications
Course Number: IC515X0
Prerequisite: Marketing or Fashion Merchandising
Credit: 1
In this course, students will apply their understanding of marketing concepts and principles to real-world situations. Students will be able to apply their knowledge of marketing to develop and implement marketing strategies for a variety of businesses, and will be able to use Excel to create professional-looking budgets, financial statements, and other financial documents.

Metals Manufacturing Technology II
Course Number: BM511X0
Prerequisite: Metals Manufacturing Technology I
Credit: 1
This course builds on skills mastered in Metals Manufacturing Technology I and provides an overview of the processes involved in advanced masonry construction techniques, as well as the selection and use of advanced masonry tools and equipment. Students will develop an understanding of the materials used in advanced masonry construction, and will be able to identify and describe the properties of advanced masonry materials. Students will also learn how to calculate material quantities and costs, and will be able to estimate the cost of advanced masonry projects. Students will be able to identify and describe the hazards associated with advanced masonry construction, and will be able to describe the importance of safety and health in the workplace. Students will be able to describe the importance of communication and cooperation in the workplace, and will be able to describe the importance of teamwork and leadership in the workplace.

Microsoft Excel Honors
Course Number: BM503X0
Prerequisite: None
Credit: 1
This course builds on skills mastered in Microsoft Excel and provides an emphasis on advanced Excel tools, such as pivot tables, macros, and conditional formatting. Students will be able to create and manipulate complex Excel spreadsheets, and will be able to use Excel to perform data analysis and visualization. Students will be able to use Excel to create professional-looking budgets, financial statements, and other financial documents.
Sales I
Course Number: BM102X0
Prerequisite: None
Credit: 1
This course teaches students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process. Project-based learning. English language arts, and social studies are reinforced.

Sports and Entertainment Marketing I
Course Number: BM102X0
Prerequisite: None
Credit: 1
In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced.

Sports and Entertainment Marketing II Honors
Course Number: BM102X0
Prerequisite: Sports and Entertainment Marketing I
Credit: 1
This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced.

Teaching as a Profession I Honors
Course Number: FE215X0
Prerequisite: Application process required
Credit: 1
This college level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

Principles of Business and Finance
Course Number: BF102X0
Prerequisite: None
Credit: 1
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.

Microsoft Word and PowerPoint Honors
Course Number: BF102X0
Prerequisite: None
Credit: 1
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, and deliver presentations. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations.

Natural Resources I
Course Number: AN522X0
Prerequisite: Natural Resources I
Credit: 1
This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. Skills in biology and algebra are reinforced in this class.

Natural Resources II
Course Number: AN522X0
Prerequisite: Natural Resources I
Credit: 1
This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced.

Nursing Fundamentals Honors
Course Number: HN435X0
Prerequisite: Health Science II
Credit: 1
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. 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.

Principles of Business and Finance Honors
Course Number: BF102X0
Prerequisite: None
Credit: 1
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.

Microsoft Word and PowerPoint
Course Number: BM102X0
Prerequisite: None
Credit: 1
This course teaches students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process. Project-based learning. English language arts, and social studies are reinforced.

Sports and Entertainment Marketing I
Course Number: BM102X0
Prerequisite: None
Credit: 1
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced.

Natural Resources I
Course Number: AN522X0
Prerequisite: None
Credit: 1
This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. Skills in biology and algebra are reinforced in this class.

Natural Resources II
Course Number: AN522X0
Prerequisite: Natural Resources I
Credit: 1
This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced.

Teaching as a Profession I Honors
Course Number: FE215X0
Prerequisite: Application process required
Credit: 1
This college level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

Principles of Business and Finance
Course Number: BF102X0
Prerequisite: None
Credit: 1
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.

Microsoft Word and PowerPoint Honors
Course Number: BM102X0
Prerequisite: None
Credit: 1
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced.

Sports and Entertainment Marketing I
Course Number: BM102X0
Prerequisite: None
Credit: 1
In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced.

Sports and Entertainment Marketing II Honors
Course Number: BM102X0
Prerequisite: Sports and Entertainment Marketing I
Credit: 1
This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced.

Teaching as a Profession I Honors
Course Number: FE215X0
Prerequisite: Application process required
Credit: 1
This college level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

Principles of Business and Finance
Course Number: BF102X0
Prerequisite: None
Credit: 1
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.

Microsoft Word and PowerPoint
Course Number: BM102X0
Prerequisite: None
Credit: 1
This course teaches students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process. Project-based learning. English language arts, and social studies are reinforced.
All students within THE Ag Experience will achieve their credits for EDU 216: Foundations of Education and EDU 221: Children Teaching as a Profession I and II, students may earn six college credits toward an Associate of Science degree in Agriculture via UMO. This program begins with students in their Junior or Senior year. Qualifying Juniors and Seniors with a strong interest in this agriculture opportunity will access RCC courses and UMO courses to be used directly towards higher education requirements.

CTE Internship
Course Number: C5773X0
Prerequisite: None
Credit: 1
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. This course is graded on a pass/fail basis and does not count in the student’s GPA calculation.

CTE Apprenticeship
Course Number: C59425X0
Prerequisite: Application process required
Credit: 2
The Apprenticeship Randolph program integrates academic instruction, structured technical training, and paid, on-the-job experience. Students who participate in apprenticeships or pre-apprenticeships through the NC Department of Labor can earn CTE credit while they earn hours and experience toward a journeyman certificate. For more information about Randolph County’s premier apprenticeship program, visit www.apprenticeshiprandolph.com.

CTE Advanced Studies
Course Number: C59425X0
Prerequisite: CTE Concentrator in area of Advanced Studies
Credit: 2
This college level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will apply concepts through an embedded internship experience with a cooperating teacher as they design, deliver, and reflect on their instruction. Students also investigate certification, employment, ethics, and professionalism in education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced. This course articulates with the UNC system; upon successful completion of Teaching as a Profession I and II, students may earn six college credits (EDU 216: Foundations of Education and EDU 221: Children with Exceptionalities).

The Higher Education Ag Experience
The Higher Education Ag Experience is a joint venture between Providence Grove (PGHS), the University of Mount Olive (UMO) and Randolph Community College (RCC) to offer students an opportunity to obtain college credits (EDU 216: Foundations of Education and EDU 221: Children with Exceptionalities). This course consists of four components, including writing a research paper, producing a product, developing a portfolio, and delivering a presentation before a panel of judges. Students demonstrate their abilities to use 21st century skills. Career and Technical Student Organizations (DECA, FBLA, FFA, HOSA, and SkillsUSA) provide additional opportunities for students to apply essential standards and workplace readiness skills through authentic experiences, such as competitive events, community service, and leadership activities.

CTE Internship
Course Number: C5773X0
Prerequisite: None
Credit: 1
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. This course is graded on a pass/fail basis and does not count in the student’s GPA calculation.
The physical education program is an integral part of the curriculum and attempts to provide opportunities for all students. The course of study offerings provide a means for the physical, social, emotional, and mental development of the student, and, at the same time, make available learning opportunities that have recreational value of use now and in the future. The health training provided is designed to promote the understanding and developing of positive hygiene habits.

### Health and Physical Education (9-12)

**Advanced Physical Education**
- **Course Number:** 60392X01
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** E S

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity soccer. Students enrolling are not required to participate in interscholastic soccer. This course may include fitness related activities and weight room training. This course may be repeated for credit.

**Advanced Physical Education - Basketball**
- **Course Number:** 60392X02
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** E S T

This course is designed to help the student develop individual skills in basketball. The main emphases of basketball are teamwork, Individual skill development, and behavior self-management. Emphasis will be placed on mastering fundamental techniques, while exploring new and more advanced skills. Students will learn the national and state rules that govern the sport. This course may be repeated for credit.

**Advanced Physical Education - Football**
- **Course Number:** 60392X03
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** E S T W

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity football. Students enrolling are not required to participate in interscholastic football. This course may include fitness related activities and weight room training. This course may be repeated for credit.

**Advanced Physical Education - Soccer**
- **Course Number:** 60392X04
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** E S T W

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity soccer. Students enrolling are not required to participate in interscholastic soccer. This course may include fitness related activities and weight room training. This course may be repeated for credit.

**Advanced Physical Education - Wrestling**
- **Course Number:** 60392X05
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** S T W

This is a general physical education course covering the basics of wrestling. The class will also provide advanced technique and training instruction for the seasoned wrestler. Emphasis will be placed on mastering fundamental techniques, while exploring new and more advanced skills. Students will learn the national and state rules that govern the sport. This course may be repeated for credit.

**Advanced Physical Education - Volleyball**
- **Course Number:** 60392X06
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** E S

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity volleyball. Students enrolling are not required to participate in interscholastic volleyball. This course may include fitness related activities and weight room training. This course may be repeated for credit.

**Advanced Physical Education - Wrestling**
- **Course Number:** 60392X07
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** S T W

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity wrestling. Students enrolling are not required to participate in interscholastic wrestling. The class will also provide advanced technique and training instruction for the seasoned wrestler. This course may be repeated for credit.

**Health and Physical Education (9-12)**
- **Course Number:** 60492X01
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** E S T W

This course is designed for the student who is interested in building body strength, stamina and physical endurance. This course will place special emphasis on the use of weights, agility drills, and cross-country. This course may be repeated for credit.

**Advanced Physical Education - Weight Training & Conditioning**
- **Course Number:** 60492X02
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** E S T W

This course is designed to help the student develop individual skills in weight training and conditioning. Students enrolling are not required to participate in interscholastic weight training. This course may include fitness related activities and weight room training. This course may be repeated for credit.

**Advanced Physical Education - Wrestling**
- **Course Number:** 60492X03
- **Prerequisite:** Health and Physical Education
- **Credits:** 1
- **Schools:** S T W

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity wrestling. Students enrolling are not required to participate in interscholastic wrestling. The class will also provide advanced technique and training instruction for the seasoned wrestler. This course may be repeated for credit.
**Army JROTC**

**Army JROTC I**

Course Number: 95012X0A
Prerequisite: Army JROTC II and Teacher/Principal Recommendation
Credits: 1

**Army JROTC II**

Course Number: 95020X0A
Prerequisite: Army JROTC I and Teacher/Principal Recommendation
Credits: 1

**Army JROTC III**

Course Number: 95035X0A
Prerequisite: Army JROTC II and Teacher/Principal Recommendation
Credits: 1

**Army JROTC IV**

Course Number: 95052X0A
Prerequisite: Army JROTC III and Teacher/Principal Recommendation
Credits: 1

**Army JROTC V**

Course Number: 95062X0A
Prerequisite: Army JROTC IV and Teacher/Principal Recommendation
Credits: 1

**Army JROTC VI**

Course Number: 95072X0A
Prerequisite: Army JROTC V and Teacher/Principal Recommendation
Credits: 1

**Army JROTC VII**

Course Number: 95042X0A
Prerequisite: Army JROTC VI and Teacher/Principal Recommendation
Credits: 1

**Army JROTC VIII**

Course Number: 95092X0A
Prerequisite: Army JROTC VII and Teacher/Principal Recommendation
Credits: 1

**Army JROTC IX**

Course Number: 95102X0A
Prerequisite: Army JROTC VIII and Teacher/Principal Recommendation
Credits: 1

**Army JROTC X**

Course Number: 95112X0A
Prerequisite: Army JROTC IX and Teacher/Principal Recommendation
Credits: 1

**Army JROTC XI**

Course Number: 95122X0A
Prerequisite: Army JROTC X and Teacher/Principal Recommendation
Credits: 1

**Army JROTC XII**

Course Number: 95132X0A
Prerequisite: Army JROTC XI and Teacher/Principal Recommendation
Credits: 1

**Army JROTC III Honors (Cadet Staff Leadership)**

Course Number: 95072X0A
Prerequisite: Army JROTC II and Teacher/Principal Recommendation
Credits: 1

**Army JROTC IV Honors (Cadet Staff Leadership)**

Course Number: 95082X0A
Prerequisite: Army JROTC III and Teacher/Principal Recommendation
Credits: 1

**Army JROTC V Honors (Cadet Staff Leadership)**

Course Number: 95092X0A
Prerequisite: Army JROTC IV and Teacher/Principal Recommendation
Credits: 1

**Army JROTC VI Honors (Cadet Staff Leadership)**

Course Number: 95102X0A
Prerequisite: Army JROTC V and Teacher/Principal Recommendation
Credits: 1

**Army JROTC VII Honors (Cadet Staff Leadership)**

Course Number: 95112X0A
Prerequisite: Army JROTC VI and Teacher/Principal Recommendation
Credits: 1

**Army JROTC VIII Honors (Cadet Staff Leadership)**

Course Number: 95122X0A
Prerequisite: Army JROTC VII and Teacher/Principal Recommendation
Credits: 1

**Army JROTC IX Honors (Cadet Staff Leadership)**

Course Number: 95132X0A
Prerequisite: Army JROTC VIII and Teacher/Principal Recommendation
Credits: 1

**Army JROTC X Honors (Cadet Staff Leadership)**

Course Number: 95142X0A
Prerequisite: Army JROTC IX and Teacher/Principal Recommendation
Credits: 1

**Army JROTC XI Honors (Cadet Staff Leadership)**

Course Number: 95152X0A
Prerequisite: Army JROTC X and Teacher/Principal Recommendation
Credits: 1

**Army JROTC XII Honors (Cadet Staff Leadership)**

Course Number: 95162X0A
Prerequisite: Army JROTC XI and Teacher/Principal Recommendation
Credits: 1
Air Force JROTC IV Course Number: 95042X0AF
Prerequisite: Air Force JROTC IV and Teacher/Principal Recommendation
Credits: 1
Schools: T W
In addition to the blended curriculum content, cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded.

Air Force JROTC V
Course Number: 95052X0AF
Prerequisite: Air Force JROTC V and Teacher/Principal Recommendation
Credits: 1
Schools: T W
In addition to the blended curriculum content, cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded. Cadets will experience greater literacy rigor in the areas of writing, formal-oral presentations, etc.

Air Force JROTC VI
Course Number: 95062X0AF
Prerequisite: Air Force JROTC VI and Teacher/Principal Recommendation
Credits: 1
Schools: T W
In addition to the blended curriculum content, cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded. Cadets will experience greater literacy rigor in the areas of writing, formal-oral presentations, etc.

Air Force JROTC VII
Course Number: 95072X0AF
Prerequisite: Air Force JROTC VII and Teacher/Principal Recommendation
Credits: 1
Schools: T W
This course is designed for second year or later cadets, but may be taken at any grade level. Cadets expand their knowledge of basic topics introduced in JROTC I and begin application of leadership and communication skills by filling roles as junior leaders.

Air Force JROTC VIII
Course Number: 95082X0AF
Prerequisite: Air Force JROTC VIII and Teacher/Principal Recommendation
Credits: 1
Schools: T W
In addition to the blended curriculum content, cadets are expected to maintain a high level of performance in personal fitness, military bearing, and uniform wear. Cadets are assigned specific functional areas of responsibility and are expected to execute their duties and responsibilities in addition to mentoring and leading junior members of the cadet corps. Cadets are expected to apply higher-level leadership, organizational, communication and personal interaction skills in the performance of their duties.
MISCELLANEOUS COURSES

Curriculum Support
Course Number: 96102X06
Prerequisite: Application and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P R S T U W

Curriculum Support is an elective class which provides specially designed instruction to address the goals and objectives on a student’s Individual Education Plan (IEP) and/or to provide direct instruction based on individual need.

Media Technology Assistant
Course Number: 96102X05
Prerequisite: Application and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P R S T U W

Students will serve as assistants and will have training in clerical competencies and skills needed in the production and circulation of instructional materials. Students will learn computer and production skills. Responsibilities will include the operation of closed circuit television systems, storyboarding and video production procedures; the use of advanced computer skills in library management tasks and in providing assistance to other students; and the acquisition of the skills of telecommunication for on-line bibliographic retrieval; and practice in advanced skills, such as CDs, DVDs, Flash Drives and scanners. This course may be repeated for additional elective credits. Students enrolled in the Media Technology Assistant course for subsequent credit will practice and develop advanced information skills, including the research process, and technology skills, including library management tasks, video, computer, and telecommunication skills. Students may also practice advanced video, computer, and telecommunication skills.

Peer Tutor
Course Number: 96102X04
Prerequisite: Application and/or Teacher/Principal Recommendation
Credits: 1
Schools: P W

This course is designed to train students in human interaction and personal management skills (i.e., listening skills, organizational skills, study skills, etc.). Students will experience a Peer Helper workshop, periodic training and retraining, and periodic evaluations and self-evaluations. NO CREDIT WILL BE AWARDED FOR THIS COURSE.

Student Office Assistant
Course Number: 96102X03
Prerequisite: Application and/or Teacher/Principal Recommendation (17th-12th grade only)
Credits: 0
Schools: P U

The student office assistant position is designed to allow students to learn the responsibilities of managing assigned activities in an office atmosphere. Students will observe and participate in daily operations, develop direct contact with office personnel and school visitors. Students should be enthusiastic about working with people, work independently, and follow directions, demonstrating appropriate business like behavior. NO CREDIT WILL BE AWARDED FOR THIS COURSE.

APEX (Credit Recovery)
Yearbook
Course Code: 96102X08
Prerequisite: Application and/or Teacher/Principal Recommendation
Credits: 1
Schools: E P R C S T U W

This elective course involves the actual publication of a school yearbook. Writing, lay-out, photography, and sales will be stressed. Students enrolling should plan to spend time after school and during the summer on this course. May be repeated for credit.

APEX (Credit Recovery)
Distance (Online) Learning
Prerequisite: Application and/or Teacher/Principal Recommendation
Schools: E P R S T U W

APEX is a web based program that allows students to complete/recover high school courses and earn credits toward graduation. The APEX system offers many courses such as basic skills, English, mathematics, science, social studies and electives that are aligned to high school curriculum and NC standards. In addition to supporting students in their academics, the APEX program helps with goal setting, positive decision making, self-discipline and positive motivation. Students who have failed specific courses may be eligible to “recover” a failed course that is needed to graduate. Specific courses that require state testing (EOCs and CTE state tests) may not be eligible for credit recovery via APEX unless special provisions and contracts are established. All APEX credit recovery courses must be completed by the designated time period.

Student in the APEX program must be independent learners and are responsible for good attendance. Students must be recommended by a counselor and/or principal for this program.

iLearn (Various Courses)
Yearbook
Prerequisite: Application and/or Teacher/Counselor/Principal Recommendation
Credits: 1
Schools: E P R S T U W

The Randolph County School System’s virtual opportunity for students is iLearn Randolph. Various online courses, both core academic and elective, are offered to students through Canvas, our learning management system. iLearn Randolph offers students the flexibility to work as an apprentice or intern during part of their school day and access the online course outside of the school day. Additionally, students who may need to earn more than four credits in one semester can utilize iLearn Randolph. Students interested in iLearn Randolph should contact their school counselor for more information.

NC Virtual Public School (Various Courses)
Yearbook
Prerequisite: Application and/or Teacher/Principal Recommendation (17th-12th grade only)
Credits: 0
Schools: P U

The student office assistant position is designed to allow students to learn the responsibilities of managing assigned activities in an office atmosphere. Students will observe and participate in daily operations, develop direct contact with office personnel and school visitors. Students should be enthusiastic about working with people, work independently, and follow directions, demonstrating appropriate business like behavior. NO CREDIT WILL BE AWARDED FOR THIS COURSE.
The Future Ready Occupational Course of Study (OCS) curriculum is one of two courses of study through which a student may earn a high school diploma. Student eligible for this curriculum must have an Individualized Education Plan (IEP) and a recommendation of consideration from the student’s IEP team. Inclusive in this consideration are the student’s post-secondary goals. The student and parent are responsible for the decision of the OCS course of study. Typically, all OCS students enter the program in the ninth grade.

The Randolph County School System will continue to partner with the North Carolina Virtual Public School (NCVPS) to provide a blended learning experience for our OCS students when needed.

The NCVPS OCS Blended Learning program is a collaborative effort between the NCVPS teacher and the face-to-face (f2f) OCS teacher to teach OCS courses. This is a true partnership in teaching!

Please visit this website https://ncvps.org/ocs-blended-learning where you will find information to explain the NCVPS OCS Blended Learning program, to provide information on how to register for courses and the teacher training each face-to-face classroom OCS teacher will need to complete prior to the start of the semester.

This exciting and unique program is proving to be a tremendous success for students across North Carolina who are involved in the blended teaching of these courses. NCVPS is excited to offer eleven courses to all OCS students and OCS teachers of North Carolina as part of the NCVPS OCS Blended Learning program.


Currently, OCS students must complete 28 credits in order to graduate. These 28 credits include the following: 4 English credits, 3 math credits, 2 social studies credits, 2 science credits, 1 healthful living/PE credit, 4 career and technical education credits, 6 occupational preparation credits, and 6 elective credits.

**Available Courses are listed below:**

**Preparation I**
- Preparation I 9240BX0 (1 credit)
  - Preparation I Lab 9240BX0L

**Preparation II**
- Preparation II 9241BX0 (2 credits)
  - Preparation II Lab 9241BX0L

**Preparation III**
- Preparation III 9242BX0 (3 credits)
  - Preparation III Lab 9242BX0L

**Preparation IV**
- Preparation IV 9243BX0 (1 credit)
  - Preparation IV Lab 9243BX0L

**Preparation Lab**
- Preparation I Lab 9240BX0L
- Preparation II Lab 9241BX0L
- Preparation III Lab 9242BX0L
- Preparation IV Lab 9243BX0L

(Students also need Healthful Living/PE, 4 CTE courses and 6 electives to complete 28 required credits for graduation.)

The Randolph County School System 63 Program of Studies 2020-2021

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<tr>
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<tr>
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**Preparation I**
- Preparation I 9240BX0 (1 credit)
  - Preparation I Lab 9240BX0L

**Preparation II**
- Preparation II 9241BX0 (2 credits)
  - Preparation II Lab 9241BX0L

**Preparation III**
- Preparation III 9242BX0 (3 credits)
  - Preparation III Lab 9242BX0L

**Preparation IV**
- Preparation IV 9243BX0 (1 credit)
  - Preparation IV Lab 9243BX0L

(Students also need Healthful Living/PE, 4 CTE courses and 6 electives to complete 28 required credits for graduation.)
The Functional Skills Curriculum is a program that provides individualized instruction which incorporates content from the extended content standards as well as the teaching of skills required for students to be as independent as possible while they transition into adulthood. Classroom simulations and community-based instruction within the natural environment will be used in teaching students the skills required to be independent in their home, school, community and vocational environments. The main objective for each student is to develop greater proficiency and independence in meeting their specific Individualized Education Plan (IEP) goals. Goals and objectives will vary according to each student’s individual needs as specified in the IEP.

Students will also take specific courses in the following areas:

Health and Physical Education (taken during freshman year)

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<tr>
<th>Course Code</th>
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<td>American History I</td>
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Freshman Entering High School in 2019-2020 and beyond:

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Self-Advocacy Development 9246AX0 (1 credit)

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</tbody>
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Self-Advocacy Development 9246AX0 (1 credit)
What is Career and College Promise?
Success in today’s global economy may require a two- or four-year degree, a certificate or diploma, or a nationally-recognized job credential. North Carolina’s Career and College Promise (CCP) offers high school students in North Carolina a clear, focused and affordable path to future success. CCP utilizes the state’s commitment to helping every qualified student gain access to an affordable college education. Through a partnership of the NC Department of Public Instruction, the NC Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible students to begin earning college credit at a community college campus at no cost to them or their families. Qualified North Carolina high-school age students can begin their two- or four-year college work, tuition free, while they are in high school allowing them to get a head start on their workplace and college preparation.

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level job skills. CCP offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a “B” average and meet other eligibility requirements. Through this partnership, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families.

Career and College Promise Pathways
CCP provides three pathways to help advance eligible students’ post-high school success:

- College Transfer Pathway
  College transfer pathways provide tuition-free course credits toward the Associate in Arts or Associate in Science that will transfer seamlessly to any public or participating private college or university.

- Career and Technical Education Pathway
  Earn tuition-free course credits toward a job credential, certificate or diploma in a technical career.

- Cooperative Innovative High School Pathway
  See Randolph Early College High School section.

College Coursework
Challenging courses and curriculums are offered in collaboration with Randolph Community College and are designed for students who plan to enter college. Randolph Community College provides the instruction and course content for these courses. Placement tests must be successfully completed to gain entry into the college transfer pathways. Dual credit will be awarded for courses that meet the depth, breadth and rigor as deemed appropriate by the superintendent.

Courses selected have been articulated with the North Carolina university system as approved transfer courses. Students planning to transfer to colleges outside the North Carolina university system should consult the catalog of the institution to which they plan to transfer to guide them in selecting acceptable courses for transfer.

Students may have to purchase their own textbooks; however, they will not have to pay tuition. To be eligible to receive financial aid from Randolph Community College after graduating high school, the student must maintain satisfactory academic progress toward an eligible program of study. The student must successfully complete 67% of the cumulative credit hours attempted to meet the minimum requirement. For example, if the student attempts 12 credit hours during enrollment, the student must successfully complete 8 credit hours (12 hours attempted x 67% = 8 hours). Successful completion is defined as receiving a grade of A, B, C, or D.

Career and College Promise Operating Procedures
Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

- College Transfer Pathway
- Career and Technical Education Pathway
- Cooperative Innovative High School Pathway

Cooperative Innovative High School Pathway
- See Randolph Early College High School section.

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- College Transfer Pathway
- Career and Technical Education Pathway
- Cooperative Innovative High School Pathway

Cooperative Innovative High School Pathway
- See Randolph Early College High School section.
1. The Career and College Promise College Transfer Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics, and ACA 122 – College Transfer Success.

2. To be eligible for enrollment, a high school student must meet the following criteria:
   a. Be a high school junior or senior;
   b. Have an unweighted GPA of 2.8 on high school courses;
   c. Demonstrate college readiness on an assessment or placement test (see chart on next page).

3. To maintain eligibility for continued enrollment, a student must:
   a. Continue to make progress toward high school graduation, and
   b. Maintain a 2.0 GPA in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college’s policy for satisfactory academic progress.

4. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.

5. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college’s chief student development administrator.

6. With approval of the high school principal or his/her designee and the college’s chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts or Associate in Science. The AA/AS may not be awarded prior to high school graduation verification.

7. With approval of the high school principal or his/her designee and the college’s chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

The Career and College Promise College Transfer Pathway leads to a certificate or diploma aligned with a high school Career Cluster.

1. The Career and College Promise College Transfer Education Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics, and ACA 122 – College Transfer Success.

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   a. Be a high school junior or senior;
   b. Have an unweighted GPA of 2.8 on high school courses; or
   c. Demonstrate college readiness on an assessment or placement test (see chart on next page).

2. To be eligible for enrollment, a high school student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the certificate or diploma.

3. College Career Technical Education courses may be used to complete a four-unit career cluster. While possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.

4. To continue to make progress toward high school graduation, and

5. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college’s policy for satisfactory academic progress.

6. To maintain eligibility for continued enrollment, a student must:
   a. Have an unweighted GPA of 2.8 on high school courses;
   b. Continue to make progress toward high school graduation, and
   c. Maintain a 2.0 GPA in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college’s policy for satisfactory academic progress.

7. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.

8. To maintain eligibility for continued enrollment, a student must:
   a. Continue to make progress toward high school graduation, and
   b. Maintain a 2.0 GPA in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college’s policy for satisfactory academic progress.

9. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.

10. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college’s chief student development administrator.

11. With approval of the high school principal or his/her designee and the college’s chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.
### Career and College Promise Eligibility Benchmarks on Approved Diagnostic Assessment Tests

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<tr>
<th>Subject</th>
<th>PSAT 10 and PSAT/NMSQT</th>
<th>SAT</th>
<th>Pre-ACT and ACT</th>
<th>NC DAP</th>
<th>RISE Placement Test</th>
<th>Advanced Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>26 or composite score of 460 for Evidence-Based Reading and Writing</td>
<td>480 composite score for Evidence-Based Reading and Writing</td>
<td>18</td>
<td>≥ 151 composite score</td>
<td>≥ 75 on Tier 1 and Tier 2</td>
<td>≥ 3 English Language and Composition</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>26 or composite score of 460 for Evidence-Based Reading and Writing</td>
<td>480 composite score for Evidence-Based Reading and Writing</td>
<td>22</td>
<td>≥ 151 composite score</td>
<td>≥ 75 on Tier 1 and Tier 2</td>
<td>≥ 3 English Literature and Composition</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>24.5 or 510</td>
<td>530</td>
<td>22</td>
<td>7 on each assessment for DMA 010-060</td>
<td>≥ 75 on Tier 1, Tier 2 and Tier 3</td>
<td>≥ 3 Calculus AB or Calculus BC</td>
</tr>
</tbody>
</table>

College Readiness may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidence-based reading and writing to demonstrate college readiness.

For information on Randolph Community College Placement Testing, visit the following web site: [www.randolph.edu/student-success/placement-assessment.html](http://www.randolph.edu/student-success/placement-assessment.html)

### Career and College Promise Contact Information
Isai Robledo  
Director of Educational Partnerships and Initiatives  
Randolph Community College  
336.625.6085  
irobledo@randolph.edu  
[www.randolph.edu/career-college-promise](http://www.randolph.edu/career-college-promise)

Please contact your School Counselor, Career Coach or Career Development Coordinator for additional information regarding Career and College Promise programs at Randolph Community College.
**CCP College Transfer Pathway Leading to the Associate in Arts**

The CCP College Transfer Pathway leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

### GENERAL EDUCATION (31-32 SHC) Universal General Education Transfer Component Courses

<table>
<thead>
<tr>
<th>English Composition (6 SHC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following two English composition courses are required.</td>
</tr>
<tr>
<td>ENG 111 Writing &amp; Inquiry</td>
</tr>
<tr>
<td>ENG 112 Writing/Research in the Disciplines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities/Fine Arts (9 SHC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three courses from at least two different disciplines/prefixes.</td>
</tr>
<tr>
<td>ART 111 Art Appreciation</td>
</tr>
<tr>
<td>ART 114 Art History Survey I</td>
</tr>
<tr>
<td>ART 115 Art History Survey II</td>
</tr>
<tr>
<td>COM 231 Public Speaking</td>
</tr>
<tr>
<td>ENG 231 American Literature I</td>
</tr>
<tr>
<td>ENG 232 American Literature II</td>
</tr>
<tr>
<td>ENG 241 British Literature I</td>
</tr>
<tr>
<td>ENG 242 British Literature II</td>
</tr>
<tr>
<td>MUS 110 Music Appreciation</td>
</tr>
<tr>
<td>PHI 215 Philosophical Issues</td>
</tr>
<tr>
<td>PHI 240 Introduction to Ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social/Behavioral Sciences (9 SHC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three courses from at least two different disciplines/prefixes.</td>
</tr>
<tr>
<td>ECO 251 Principles of Microeconomics</td>
</tr>
<tr>
<td>ECO 252 Principles of Macroeconomics</td>
</tr>
<tr>
<td>HIS 111 World Civilizations I</td>
</tr>
<tr>
<td>HIS 112 World Civilizations II</td>
</tr>
<tr>
<td>HIS 131 American History I</td>
</tr>
<tr>
<td>HIS 132 American History II</td>
</tr>
<tr>
<td>POL 120 American Government</td>
</tr>
<tr>
<td>PSY 150 General Psychology</td>
</tr>
<tr>
<td>SOC 210 Introduction to Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Sciences (4 SHC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course or course combination from the following (4 SHC required).</td>
</tr>
<tr>
<td>BIO 110 Principles of Biology</td>
</tr>
<tr>
<td>BIO 111 General Biology I</td>
</tr>
<tr>
<td>CHM 151 General Chemistry I</td>
</tr>
<tr>
<td>GEL 111 Introductory Geology</td>
</tr>
<tr>
<td>PHY 110 Conceptual Physics and PHY 110A (Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics (3-4 SHC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course from the following:</td>
</tr>
<tr>
<td>MAT 143 Quantitative Literacy</td>
</tr>
<tr>
<td>MAT 152 Statistical Methods I</td>
</tr>
<tr>
<td>MAT 171 Precalculus Algebra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Transition (1 SHC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following course is required:</td>
</tr>
<tr>
<td>ACA 122 College Transfer Success</td>
</tr>
</tbody>
</table>

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A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the Comprehensive Articulation Agreement as part of this pathway. These courses are not a part of the UGETC. Students who complete these courses with a grade of “C” or better will receive transfer credit.

The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.
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**GENERAL EDUCATION (34 SHC)** Universal General Education Transfer Component Courses

**English Composition (6 SHC)**
The following two English composition courses are required:
- ENG 111 Writing & Inquiry (3 SHC)
- ENG 112 Writing/Research in the Disciplines (3 SHC)

**Humanities/Fine Arts (6 SHC)**
Select two courses from at least two different disciplines/prefixes.
- ART 111 Art Appreciation (3 SHC)
- ART 114 Art History Survey I (3 SHC)
- ART 115 Art History Survey II (3 SHC)
- COM 231 Public Speaking (3 SHC)
- ENG 231 American Literature I (3 SHC)
- ENG 232 American Literature II (3 SHC)
- ENG 241 British Literature I (3 SHC)
- ENG 242 British Literature II (3 SHC)
- MUS 110 Music Appreciation (3 SHC)
- PHI 215 Philosophical Issues (3 SHC)
- PHI 240 Introduction to Ethics (3 SHC)

**Social/Behavioral Sciences (6 SHC)**
Select two courses from at least two different disciplines/prefixes.
- ECO 251 Principles of Microeconomics (3 SHC)
- ECO 252 Principles of Macroeconomics (3 SHC)
- HIS 111 World Civilizations I (3 SHC)
- HIS 112 World Civilizations II (3 SHC)
- HIS 131 American History I (3 SHC)
- HIS 132 American History II (3 SHC)
- POL 120 American Government (3 SHC)
- PSY 150 General Psychology (3 SHC)
- SOC 210 Introduction to Sociology (3 SHC)

**Natural Sciences (8 SHC)**
Select two courses or course combinations from the following (8 SHC required):
- BIO 110 Principles of Biology (4 SHC)
- BIO 111 General Biology I (4 SHC)
- BIO 112 General Biology II (4 SHC)
- CHM 151 General Chemistry I (4 SHC)
- CHM 152 General Chemistry II (4 SHC)
- GEL 111 Introductory Geology (4 SHC)
- PHY 110 Conceptual Physics and PHY 110A (Lab) (3+1 SHC)
- PHY 151 College Physics I and PHY 152 College Physics II (4+4 SHC)

**Mathematics (3-4 SHC)**
Select one course from the following:
- MAT 171 Precalculus Algebra (4 SHC)
- MAT 172 Precalculus Trigonometry (4 SHC)
- MAT 271 Calculus I (4 SHC)

**Academic Transition (1 SHC)**
The following course is required.
- ACA 122 College Transfer Success (1 SHC)

**GENERAL EDUCATION (34 SHC)** Universal General Education Transfer Component Courses

**English Composition (6 SHC)**
The following two English composition courses are required.
- ENG 111 Writing & Inquiry (3 SHC)
- ENG 112 Writing/Research in the Disciplines (3 SHC)

**Humanities/Fine Arts (6 SHC)**
Select two courses from at least two different disciplines/prefixes.
- ART 111 Art Appreciation (3 SHC)
- ART 114 Art History Survey I (3 SHC)
- ART 115 Art History Survey II (3 SHC)
- COM 231 Public Speaking (3 SHC)
- ENG 231 American Literature I (3 SHC)
- ENG 232 American Literature II (3 SHC)
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- ENG 242 British Literature II (3 SHC)
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Select two courses from at least two different disciplines/prefixes.
- ECO 251 Principles of Microeconomics (3 SHC)
- ECO 252 Principles of Macroeconomics (3 SHC)
- HIS 111 World Civilizations I (3 SHC)
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- SOC 210 Introduction to Sociology (3 SHC)

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Select two courses or course combinations from the following (8 SHC required):
- BIO 110 Principles of Biology (4 SHC)
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- BIO 112 General Biology II (4 SHC)
- CHM 151 General Chemistry I (4 SHC)
- CHM 152 General Chemistry II (4 SHC)
- GEL 111 Introductory Geology (4 SHC)
- PHY 110 Conceptual Physics and PHY 110A (Lab) (3+1 SHC)
- PHY 151 College Physics I and PHY 152 College Physics II (4+4 SHC)

**Mathematics (3-4 SHC)**
Select one course from the following:
- MAT 171 Precalculus Algebra (4 SHC)
- MAT 172 Precalculus Trigonometry (4 SHC)
- MAT 271 Calculus I (4 SHC)

**Academic Transition (1 SHC)**
The following course is required.
- ACA 122 College Transfer Success (1 SHC)
## Career and College Promise Courses Satisfying High School Graduation Requirements

The following Career and College Promise Courses can satisfy high school credit/graduation requirements:

<table>
<thead>
<tr>
<th>High School Credit/Graduation Requirement</th>
<th>Career and College Promise Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History I</td>
<td>HIS 131 American History I</td>
</tr>
<tr>
<td>American History II</td>
<td>HIS 132 American History II</td>
</tr>
<tr>
<td>Biology</td>
<td>BIO 111 General Biology I* and BIO 112 General Biology II*</td>
</tr>
<tr>
<td></td>
<td>*must take EOC to meet HS graduation requirement</td>
</tr>
<tr>
<td>English III</td>
<td>ENG 111 Writing &amp; Inquiry and</td>
</tr>
<tr>
<td></td>
<td>ENG 112 Writing/Research in the Disciplines and</td>
</tr>
<tr>
<td></td>
<td>ENG 231 American Literature I or ENG 232 American Literature II</td>
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<tr>
<td>English IV</td>
<td>ENG 111 Writing &amp; Inquiry and</td>
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<tr>
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<td></td>
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<td>CHM 151 General Chemistry I and</td>
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<td>CHM 152 General Chemistry II; or</td>
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<td>PHY 152 College Physics II; or</td>
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<tr>
<td></td>
<td>PHY 251 General Physics I and</td>
</tr>
<tr>
<td></td>
<td>PHY 252 General Physics II</td>
</tr>
<tr>
<td>World History</td>
<td>HIS 111 World Civilizations I and</td>
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<tr>
<td></td>
<td>HIS 112 World Civilizations II</td>
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## Career and College Promise Courses Satisfying High School Graduation Requirements

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<td>Physical Science</td>
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<td></td>
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<td>HIS 112 World Civilizations II</td>
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</tbody>
</table>
ACCOUNTING AND FINANCE

The Accounting curriculum is designed to provide students with the knowledge and skills necessary for employment and growth in the accounting profession. Using the "language of business," accountants assemble and analyze, process, and communicate essential information about financial operations. In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics. Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession. Completing the Accounting Certificate will give students 14 hours that can be applied to earning a diploma or degree. All of the courses in the Accounting Certificate count toward the Accounting Diploma and the Associate in Applied Science Degree in Accounting.

ADVERTISING & GRAPHIC DESIGN

The Advertising & Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials. Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of air for printing, lettering and typography, photography, and related production techniques. Graduates would be qualified for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations. Students who complete the Advertising & Graphic Design Certificate are well on their way to a college degree. They will have earned 16 semester hours of credit toward the Advertising & Graphic Design Associate in Applied Science Degree from Randolph Community College.

AGRICULTURAL TECHNOLOGY

The Agribusiness Technology curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workplace knowledgeable in sustainable agricultural practices. Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic systems and government policies and programs relating to agriculture.

AUTOMOTIVE SYSTEMS TECHNOLOGY

Automotive Systems Technology is a program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. This program includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems. Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major chosen. Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry. Students who complete the Automotive Systems Technology Certificate are almost halfway to earning a college Diploma in Automotive Systems Technology. The students will have earned 17 of the 40 semester hours of credit required for the Diploma. In addition, completion of the Diploma level allows students to work toward completion of the Associate in Applied Science Degree.

BUSINESS ADMINISTRATION-MARKETING

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

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choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas. Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in these areas. Fieldwork and experience will provide opportunities for application of knowledge and skills learned in the classroom. Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

COLLISION REPAIR & REFINISHING TECHNOLOGY

Collision Repair & Refinishing Technology is a program that prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. This program includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and body reinforcing components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating. Students who complete the Collision Repair & Refinishing Technology certificate courses will have 14 semester credit hours which count toward the Collision Repair & Refinishing Technology diploma and degree.

COMPUTER-INTEGRATED MACHINING – FUNDAMENTAL MACHINING

The Computer Integrated Machining program prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product. Course work may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numerical control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining. Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

CRIMINAL JUSTICE TECHNOLOGY

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement; judicial processes; corrections; and security services. The criminal justice system's role within society will be explored. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology. Employment opportunities exist in a variety of local, state, and federal law enforcement; corrections; and security fields. Examples include police officer, deputy sheriff, county sheriff, state trooper, federal probation/parole surveillance officer, correctional officer, and loss prevention specialist.

EARLY CHILDHOOD EDUCATION FOUNDATION

The Early Childhood Education curriculum prepares individuals to work with children from birth through age eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes child growth and development; physical/mental/ nutritional needs of children; care and guidance of children; and communication skills with parents and children. Graduates are prepared to work in developmental and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

ELECTRICAL SYSTEMS TECHNOLOGY

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Coursework, most of which is hands-on, will include such topics as A/C/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

HEALTHCARE MANAGEMENT TECHNOLOGY

The Healthcare Management Technology curriculum is designed to prepare students for employment in healthcare business and financial operations. Students will gain a comprehensive understanding of the application of management principles to the healthcare environment. The curriculum places emphasis on planning, organizing, directing, and controlling tasks related to healthcare organizational objectives including the legal and ethical environment. Emphasis is placed on the development of effective communication, managerial, and supervisory skills. Graduates may find employment in healthcare settings including hospitals, medical offices, clinics, long-term care facilities, and insurance companies. Graduates are eligible to sit for various certification exams upon completion of the degree with a combination of a minimum of two years' administrative experience. Eligible certifications include, but are not limited to, the Medical Office Administrator (MOA), the Certified Coding Specialist (CCS-P), and the Certified Medical Assistant (CMA) examinations.

HUMAN SERVICES SUBSTANCE ABUSE

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas. Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in these areas. Fieldwork and experience will provide opportunities for application of knowledge and skills learned in the classroom. Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.
**INFORMATION TECHNOLOGY**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and maintain information systems. Specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum. Course work includes development of a student’s ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study. Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

**INTERIOR DESIGN**

The Interior Design curriculum is designed to prepare students for a variety of job opportunities in the field of both residential and nonresidential interior design. The focus of the studies is technical knowledge, professional practices, and aesthetic principles and design process. Curriculum content includes residential and nonresidential interior design, architectural drafting, computer-aided design, and universal design. Also included are basic design, code standards, history of interiors and furnishings, color theory, products, business practices, visual presentations, and sustainable principles. Graduates should qualify for interior design opportunities in numerous residential and commercial environments such as hospitality, corporate, mercantile, educational, and healthcare. Interior designers also have employment opportunities in real estate, entertainment, visual merchandising, government, sales and marketing, and other specialties dealing with interiors.

**MANICURING/NAIL TECHNOLOGY**

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics. Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons, as a platform artist, and in related businesses. The Manicuring/Nail Technology Certificate pathway allows high school students to take courses during their senior year.

**MANUFACTURING TECHNOLOGY**

This curriculum is designed to prepare students through the study and application of the principles for developing, implementing and improving integrated systems involving people, materials, equipment and information as leaders in an industrial or manufacturing setting. Course work includes integration of business, science and mathematics, computer-aided design (CAD/CAM), computer-aided manufacturing (CAM) and other computerized production techniques, manufacturing planning, quality control, quality assurance and informational infrastructure. The program will incorporate the competencies of industry-recognized certification exams. Students will qualify for employment as a manufacturing technician, quality assurance technician, CAD/CAM technician, team leader, or research and development technician. This program is offered as a part of the Apprenticeship Randolph initiative with area high schools and local manufacturing industries. For more information about Apprenticeship Randolph, please visit www.apprenticeshiprandolph.com.

**MECHATRONICS ENGINEERING TECHNOLOGY**

The Mechatronics Engineering Technology curriculum is designed to prepare students to use basic engineering principles and technical skills in developing and testing automated, servo mechanical, and other electromechanical systems through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes instruction in prototype testing, manufacturing, information security and other emerging technologies based on the selected area of study. Graduates should qualify for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for the Certification Exam.

**MEDICAL OFFICE TECHNOLOGY**

This curriculum prepares individuals for employment in medical and other health-care related offices. Course work will include medical terminology; information systems; medical coding, billing and insurance, legal and ethical issues, and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments. Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations. The Medical Office Administration Certificate pathway allows high school students to take courses during their junior/senior years.

**MEDICAL OFFICE TECHNOLOGY**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and maintain information systems. Specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum. Course work includes development of a student’s ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study. Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

**INTERIOR DESIGN**

The Interior Design curriculum is designed to prepare students for a variety of job opportunities in the field of both residential and nonresidential interior design. The focus of the studies is technical knowledge, professional practices, and aesthetic principles and design process. Curriculum content includes residential and nonresidential interior design, architectural drafting, computer-aided design, and universal design. Also included are basic design, code standards, history of interiors and furnishings, color theory, products, business practices, visual presentations, and sustainable principles. Graduates should qualify for interior design opportunities in numerous residential and commercial environments such as hospitality, corporate, mercantile, educational, and healthcare. Interior designers also have employment opportunities in real estate, entertainment, visual merchandising, government, sales and marketing, and other specialties dealing with interiors.

**MANICURING/NAIL TECHNOLOGY**

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics. Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons, as a platform artist, and in related businesses. The Manicuring/Nail Technology Certificate pathway allows high school students to take courses during their senior year.

**MANUFACTURING TECHNOLOGY**

This curriculum is designed to prepare students through the study and application of the principles for developing, implementing and improving integrated systems involving people, materials, equipment and information as leaders in an industrial or manufacturing setting. Course work includes integration of business, science and mathematics, computer-aided design (CAD/CAM), computer-aided manufacturing (CAM) and other computerized production techniques, manufacturing planning, quality control, quality assurance and informational infrastructure. The program will incorporate the competencies of industry-recognized certification exams. Students will qualify for employment as a manufacturing technician, quality assurance technician, CAD/CAM technician, team leader, or research and development technician. This program is offered as a part of the Apprenticeship Randolph initiative with area high schools and local manufacturing industries. For more information about Apprenticeship Randolph, please visit www.apprenticeshiprandolph.com.

**MECHATRONICS ENGINEERING TECHNOLOGY**

The Mechatronics Engineering Technology curriculum is designed to prepare students to use basic engineering principles and technical skills in developing and testing automated, servo mechanical, and other electromechanical systems through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes instruction in prototype testing, manufacturing, information security and other emerging technologies based on the selected area of study. Graduates should qualify for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for the Certification Exam.

**MEDICAL OFFICE TECHNOLOGY**

This curriculum prepares individuals for employment in medical and other health-care related offices. Course work will include medical terminology; information systems; medical coding, billing and insurance, legal and ethical issues, and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments. Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations. The Medical Office Administration Certificate pathway allows high school students to take courses during their junior/senior years.
THERAPEUTIC & DIAGNOSTIC SERVICES – MECHANICAL ASSISTANT

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures. Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care. Graduates of CAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants’ Certification Exam to become Certified Medical Assistants. Employment opportunities exist in physician’s offices, health maintenance organizations, health departments, and hospita. Students completing the CCP pathway for Medical Assisting will have earned 27 of the 73 credit hours required for the A.A.S. degree which constitutes the majority of the general education requirements. Students completing this pathway also have the opportunity to earn CPR and Nurse Aide I certification needed for clinical experience. For more information about the A.A.S in Medical Assisting, visit www.randolph.edu/medical-assisting-home. **Students must meet eligibility requirements including placement testing to enroll in this program.

THERAPEUTIC & DIAGNOSTIC SERVICES – NURSING

The Nursing Assistant pathway allows high school students to get a head start on the general education requirements toward the Associate Degree in Nursing (ADN). The curriculum provides knowledge, skills, and strategies to integrate safely and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the concepts of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Graduates of the ADN program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the health care system and may include acute, chronic, extended, industrial, and community health care facilities. Students completing the CCP pathway for Nursing Assistant will have earned 20 of the 75 credit hours required for the A.A.S. degree which constitutes the majority of the general education requirements. Students completing this pathway also have the opportunity to earn CPR and Nurse Aide I certification required for clinical experience. For more information about the Associate Degree in Nursing, visit www.randolph.edu/associate-degree-nursing-home. **Students must meet eligibility requirements including placement testing to enroll in this program.

THERAPEUTIC & DIAGNOSTIC SERVICES – RADIOGRAPHY

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body. Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiology. Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists’ national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians’ offices, medical laboratories, government agencies, and industry. Students completing the CCP pathway for Radiography will have earned 21 of the 75 credit hours required for the A.A.S. which covers nearly all general education requirements. Students completing this pathway also have the opportunity to earn CPR and Nurse Aide I certification needed for clinical experience. For more information about the A.A.S in Radiography, visit www.randolph.edu/radiography-home. **Students must meet eligibility requirements including placement testing to enroll in this program.

WELDING TECHNOLOGY

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Course work includes math, print reading, metallurgy, welding inspection, and destructive and nondestructive testing providing the student with industry-standard skills developed through classroom training and practical application. Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment. The Welding Technology Certificate pathway allows high school students to take courses during their senior year. For a complete listing of courses offered in the Career and Technical Education pathways at Randolph Community College, visit www.randolph.edu/associate-degree-nursing-home. **Students must meet eligibility requirements including placement testing to enroll in this program.

For a complete listing of courses offered in the Career and Technical Education pathways at Randolph Community College, visit www.randolph.edu/career-college-promise.html.

Randolph Community College Courses and Descriptions (CCP Courses)

Career and College Promise courses earning three or more semester hours credit receive dual credit (high school and college credit) upon successful completion. Courses approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement receive additional quality points in the student’s high school grade point average calculation. For information about course descriptions, prerequisites, and transfer credits, please visit Randolph Community College’s online catalog at https://www.randolph.edu/career-college-promise.html.

For a complete listing of courses offered in the Career and Technical Education pathways at Randolph Community College, visit www.randolph.edu/career-college-promise.html.

Randolph Community College Courses and Descriptions (CCP Courses)

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Climax, NC  27233
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RANDOLPH EARLY COLLEGE HIGH SCHOOL
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RANDLEMAN HIGH SCHOOL
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Randleman, NC  27317
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SOUTHWESTERN RANDOLPH HIGH SCHOOL
1641 Hopewell Friends Road
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TRINITY HIGH SCHOOL
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