Course Catalog
2020-2021

NEAAAT
PO Box 2889
Elizabeth City, NC 27906

(252) 562-0653

www.northeastacademy.org
Table of Contents

Table of Contents 1

NEAAAT Board of Directors/NEAAAT Staff 2-4

NEAAAT LOGO 5

NEAAAT MISSION/VISION 6

A MESSAGE TO THE STUDENTS AND PARENTS OF NEAAAT 7

GENERAL ACADEMIC POLICIES 8-17

COURSE DESCRIPTIONS/ENGLISH LANGUAGE ARTS 18-20

SECOND LANGUAGE 21

MATHEMATICS 22-23

SCIENCE 24-25

SOCIAL STUDIES 26-28

HEALTHFUL LIVING 29-30

ADVANCED CAREER PATHWAYS 31-39

EXTENDED LEARNING ELECTIVES 40

NC VIRTUAL PUBLIC HIGH SCHOOL (NCVPS) 41

OCCUPATIONAL COURSE OF STUDY 42-49

COLLEGE COURSEWORK 50

  College of the Albemarle Course Offerings 51-54
  Elizabeth City State University Course Offerings 55-57

APPENDIX 58-68
NEAAAT Board of Directors

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Vice-Chairperson

Phil Donahue

Frank Heath

Chief Petty Officer Jace Bourgeois

Torrey Kee

Edward O’Neal

Dr. J. Anthony Sharp

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Rhonda Britton
Assistant Principal

Clarence Hall
Technology Support Specialist

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Work-Based Learning Coordinator
Dr. Tonya Little
Executive Director of STEM Education

Holly Luther
Director of Finance and Human Resources

Carolyn Walton
Director of Exceptional Children and Federal Programs

Caren Williams
Director of Digital Teaching & Learning/Testing & Accountability

TJ Worrell
Principal

NEAAAT Student Services Team
Latoya Lee
School Counselor - Middle Grades

Samantha Doran
School Counselor High School (Last Name A-K)

Phil Huey
School Counselor High School (Last Name L-Z)

NEAAAT Coaching Team
High School
JoEllen Aspinwall - English
Lisa Alcott - Math
Amanda Bowman - Spanish
Kasey Brown - Math
Blakc Hawkins - Science
Melanie Koerber - English
Mark Miller - Science
Vacant - Advanced Manufacturing
Shala Spence - Robotics and Computer Science
Robert Spruill - Social Studies
Jason Stabley - Aviation
Samantha Turner - Math
Christine Vicars - Student Support
Melissa Rady - Student Support
Amanda Kozach - Student Support
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SOAR with US! ROAR with US! WE ARE THE GRIFFINS!
Our Mission
NEAAAT is a highly innovative regional public school that inspires and prepares all students with the STEM-related skills, knowledge, and attitudes needed to meet future challenges in the global workforce and their communities.

Our Vision
NEAAAT will be a model for teaching and learning and a leader in the movement to ensure that all children have equitable access to a high quality education.

Consistent with this vision, we endeavor to be a school where...

- Students and staff are consistently supported to grow and perform at their highest potential;
- Parents and community members participate in the learning environment in meaningful ways on a daily basis;
- Students and staff offer a rich diversity of cultures and perspectives;
- Students actively participate in myriad extracurricular activities and events to deepen their relationships and extend their learning;
- All students feel nurtured and that they can be successful;
- Students, parents, and staff feel highly valued and included in the decision making process;
- Collaboration between students, coaches and community members happens everyday in meaningful ways;
- Students exhibit and express immense pride in their school;
- Students develop character and deep community relationships, not just content knowledge; and,
- All students graduate well prepared for the modern workplace, with a special emphasis on high wage, high demand jobs across our region.

As you observe our students fully immersed in our educational ecosystem, you will see and hear them...

- Learning and working in teams and alongside adults throughout the school, our community, and flexibly anywhere and anytime;
- Generating ideas and designing prototypes to solve the local and global challenges of today and tomorrow;
- Fully engaged--everyday--in real-world learning, both inside our walls and outside our doors, using the same tools, processes, and technologies found in the workplace;
- Taking action to direct their own learning paths and shape their school;
- Leading groups of stakeholders to enact change and improve the lives of others in meaningful and lasting ways; and,
- Collaborating with educators internally and externally to shape the future of teaching and learning.

So that our work endures for generations to come, we will become a learning organization that is...

- Widely recognized by educators, businesspeople, and other community members as an emerging center for educational innovation and professional development;
- Fiscally thriving, with strong engagement from both internal and external stakeholders;
- Highly sought after by students, parents, and dynamic, passionate educators;
- Dedicated and committed to continuously improving systems, processes, and procedures to maximize efficiency and effectiveness;
- Partnered with schools, districts, and community organizations to provide unique learning opportunities to all students, including those who are enrolled elsewhere; and,
A MESSAGE TO THE STUDENTS AND PARENTS OF NEAAAT

This registration handbook is designed to provide information that will help you make an informed decision when selecting courses. Inside are graduation requirements, promotion requirements, admission requirements to institutions in the University of North Carolina System, course descriptions, and other general information. Some of the best resources for exploring colleges are CFNC.org, CollegeBoard.org, and the official college or university website.

We encourage you to read this handbook carefully and think about your future. As a student, consider your needs, interests, and abilities. Select courses that relate to your plans for the future. It is important to use the planning worksheet (provided separately) to select courses that form your course of study.

We encourage you as parents and guardians to talk to your children about preparing for their future. Then, assist your children in selecting courses that best fit their needs, interests, and abilities. In order to be well-positioned to earn college scholarships, students should research the scholarships offered at colleges in which they are interested in as soon as possible. For example, a student interested in NC State University should research the office of financial aid and scholarships and read about scholarships, such as the Park Scholarship. GPA, SAT/ACT scores, and difficulty of high school course of study are generally the three most important scholarship indicators. For extracurricular activities, students should choose things they truly enjoy and “dive in deep”, taking on a leadership role, when possible. In general, students do not need to create a long “laundry list” of clubs and activities, but should aim for substance.

Since students’ schedules and teacher assignments are based on courses selected by students, you must commit to taking the courses you have selected. We will do everything possible to offer the courses that you have requested. However, we are not always able to offer courses that you have requested, or your schedule may not allow you to take courses that you may want. Therefore, you must make alternate course selections.

The NEAAAT Team is committed to helping you achieve your goals. If you have any questions about the information contained in this handbook, feel free to contact any member of our team.
GENERAL ACADEMIC POLICIES

Academics
Students that meet the academic expectations of the school will be recognized every grading period, and those who sustain high grades throughout will graduate with honors. The minimum academic expectations of every student enrolled at NEAAAT are:

- Earn no grade lower than “B” on high school and college coursework;
- Consistently work to improve academic performance;
- Attend all scheduled classes for which the student is enrolled each and every day;
- Earn scores on the SAT and ACT that are at or above the average scores of those gaining admission into the student’s chosen post-secondary institution.

For high school coursework, a grade of “D” or better is required for high school credit. A grade of “C” or better is required for college courses for transfer to the universities in the UNC system; a grade of “D” will not transfer.

NEAAAT Policy 5.03R: GRADING SYSTEM

Grades are an essential way to communicate student achievement. Student evaluations should reflect student progress as well as student achievement. Grades should be given in reference to a student's achievement of the learning objectives defined for the class, and should not be limited by the performance of other students in the class.

A. STUDENT ACHIEVEMENT AND PROGRESS
The school's grading guidelines prohibit teachers from using grading practices that are punitive in nature or which make it difficult, if not impossible, to recover from isolated incidents of non-compliance (e.g. a missed homework assignment or one low grade on a test during a marking period). Grading practices will be based on factors directly related to the learning objectives and will reflect appropriately students' academic mastery of their learning objectives.

Homework
Homework should be used to reinforce and support mastery of learning, and when appropriate and possible, should be differentiated for students depending on their mastery of the objectives.

Missed Work
Students will be expected to make up missed work. Professional Learning Teams (PLT) shall develop and consistently implement common grading procedures for missed work and will communicate the common
Grading procedures to parents and students in writing as directed by the Principal. Grade penalty should be
determined by PLTs and approved by the Principal.

Grading System
Students earn letter grades of A, B, C, D, P or F on their report cards. NEAAAT employs a standardized
grading scale with letter grades having the following numerical value:

\[
\begin{align*}
A &= 90 - 100 \\
B &= 80 - 90 \\
C &= 70 - 80 \\
D &= 60 - 70 \\
F &= 0 - 59 \text{ or Fail} \\
P &= \text{Pass} \\
I &= \text{Incomplete}
\end{align*}
\]

While a student should receive a grade whenever possible, the teacher may issue an "Incomplete" (I), with
Principal approval, when students are unable to complete assignments that are major components of the grade.
Students must adhere to the teacher's plan for completing those assignments or the grade will revert to the
original grade.

Grades are awarded corresponding quality points for the calculation of a student's grade point average (GPA). These values and those courses receiving weighted values are noted below:

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<th>LETTER GRADES</th>
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<th>COLLEGE/UNIVERSITY COURSES</th>
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Curriculum
The NEAAAT curriculum consists of the traditional core courses (English, math, science, and social studies) as
well as electives and college courses. Some students will be enrolled in hybrid and/or online courses. Online
courses require that students work independently to complete work that is traditionally done within a physical
classroom. It is a good idea to maintain a calendar or planner containing all assignment due dates.

College Coursework
Specific college course offerings vary by semester and enrollment is based on student need, prior academic
performance, and admissions criteria. Upon satisfactory completion of college classes, students receive credit
both at the high school and college level. College courses that are less than 3 semester hours do not receive a
high school credit based on NC Department of Public Instruction policy.

**Promotion and Intervention - NEAAAT Policy 5.12**

**Purpose and Standards for Progression.**

Students are required to meet promotion standards and graduation requirements. State law grants the Principal the authority to determine the appropriate grade level for each student. Promotion decisions are based upon multiple criteria including local assessments, standardized test scores, portfolios of student work, and final progress reports. Students are required to meet promotion standards and graduation requirements.

Policy 5.12R

- Promotion standards
- Criteria for assessing student progress
- Personalized Education Plans (PEP)
- Interventions
- Opportunities for waiver and portfolio reviews
- Opportunities for appeals to promotion/retention decisions

**A. Grades 6-8**

1. Students will receive passing grades in:
   a. English/Language Arts and Mathematics courses
   b. Social Studies or Science courses
   c. 50% of other courses
2. Students must complete all final assessments, including:
   a. NC End-of-Grade English Language Arts/Reading Assessment
   b. NC End-of-Grade Mathematics Assessment
   c. NC End-of-Grade Science Assessment (Grade 8)
   d. NC End-of Grade (EOG) Assessment results shall count as 10% of the student’s final grade for the course in which it is administered.
3. Students who are enrolled for credit in courses in which End-of Course (EOC) assessments are required shall take the appropriate EOC assessment at the completion of the course. Test results shall count as 20% of the student’s final grade for the course.
4. At the end of the academic year, students demonstrating grade level proficiency are eligible for promotion to the next grade. Options for students not meeting promotion standards include:
   a. Promotion with focused intervention or,
   b. As a last resort, retention with focused intervention

**B. Grades 9-12**

1. Promotion Standards
   a. In addition to any other promotion standards established by the board and/or Principal, high school students shall be promoted by attaining credits that are earned through successful completion of specific required courses.
b. NEAAAT requirements for placement at grade levels beyond ninth grade require successful completion of the following courses:

Promotion Requirements
To Grade 10 6 units (including English I plus 1 core unit)
To Grade 11 12 units (including English I and II plus 3 core units)
To Grade 12 20 units (including English, I, II, and III)
  ● Seniors must be enrolled in a minimum of 50% of the school day and working to earn at least 2 high school credits or the equivalent to 2 high school

Core units are defined as specific courses required for graduation. Core units are cumulative; the core units earned to be in grade 10 count towards those needed to be in Grade 11, etc.

2. Graduation Requirements
a. Graduation Diploma
   i. Students shall be awarded a high school diploma based upon completion of school and state standards for graduation.
   ii. In order to graduate and receive a high school diploma, students must meet all course, credit, and testing requirements for the Future Ready Core Course of Study unless provided specific direction by the Principal to enroll in coursework outlined by the Future Ready Core Occupational Course of Study.
   iii. Completion of NEAAAT graduation requirements does not necessarily guarantee UNC System admission.
   iv. Graduation requirements of 28 high school course credits. For the Occupational Course of Study, 22 credits are required for graduation.

b. Graduation Certificate
   i. The graduation certificate (special education only) will remain available to recognize students unable to meet certain diploma requirements.

c. Mid year Graduates must be pre-approved by the principal or designee. Ideally, Mid-year graduates would be prepared to enter college or university of choice upon completion of graduation requirements. Mid-year graduates may not be allowed to participate in the spring graduation ceremony.
   i. Seniors must be enrolled for 50% of the day for the spring semester.

3. Testing - Grades 9-12

d. Students who are enrolled for credit in courses in which End-of-Course (EOC) assessments are required shall take the appropriate EOC assessment at the completion of the course. Test results shall count as 20% of the student’s final grade for the course.
Graduation

NEAAAT Policy 5.09: GRADUATION REQUIREMENTS

High school graduation requirements shall be the successful completion of twenty-two (22) or twenty-eight (28) units of credit earned in grades 9-12, depending upon the student’s course of study. **Students pursuing the Future Ready Core course of study must successfully complete twenty-eight (28) units of credit to graduate from NEAAAT. Students pursuing the Future Ready Occupational course of study must successfully complete twenty-two (22) units of credit. All students, regardless of course of study, must successfully complete a graduation project and any additional state requirements.**

The Board shall establish requirements for graduation and the granting of diplomas. The courses required by the Board shall include specific requirements set by the North Carolina State Board of Education.

A list of high school seniors eligible for diplomas shall be submitted by the Principal for board approval prior to graduation. Such approval shall be granted pending completion of graduation requirements by the student and certification of completion to the Board of Education by the Principal.

Graduation exercises may be held within one week of the last school day of each school year. The time, date, and location of graduation exercises and the graduation program shall be approved by the Principal.

Honor graduates may be designated by the Principal on the basis of criteria established by the school. Recognition of honor graduates may be included in graduation programs.

Upon completion of coursework or graduation, each student shall be given written notice that he/she is entitled to one free copy of his/her high school transcript. After graduation, transcripts may be requested and sent for a $5 fee payable upon written request.

**Exam Exemption**

NEAAAT was designed with rigor and college readiness as keystone elements. In order to prepare students to meet the challenges of college, **students at NEAAAT must complete all final exams in every course.**
College Classes

Course Conferences
Students are expected to contact their college instructors regularly to check on their progress and grades. Students are expected to check all email accounts, such as those provided by NEAAAT and colleges or universities, on a regular basis. NEAAAT only serves a “liaison” role between the institutions of higher learning, parents and students. It is the responsibility of the students to stay informed of their academic standing and email for any alerts. The school will partner with parents and students to help them be informed of the systems used at all colleges and universities NEAAAT is in partnership. Students taking college courses must agree to the terms set forth in the dual-enrollment contract, which students will receive at the beginning of each semester. Student and parent or guardian are required to sign the dual-enrollment contract.

Add/Drop Courses
A grade of “C” or higher is required to receive college transferable credit. Students will not be allowed to drop college courses after the college or university drop/add period unless approved by the principal. Students who withdraw from a college course are responsible for paying for the cost of the textbooks and/or materials for that course. All students must be enrolled in the equivalent of 4 high school credits each semester.

Textbooks
Students are allowed to use college textbooks while enrolled at NEAAAT. All books must be handled with care and returned on time to the school at the end of the course. Student Services will email students and parents due dates for textbooks. Fines and fees will be assessed according to the condition in which the books are returned. Students who lose high school or college textbooks and/or materials must pay for replacements. Once purchased, the replacement then becomes the property of the school. Students are ultimately responsible for any items assigned to them. NEAAAT does not cover the cost of textbooks for summer courses. If NEAAAT already owns a copy of the textbook a student needs, they can be loaned out on a first come first serve basis.

Independent Study
Independent study courses may be offered outside of the traditional scheduled school day. Classes of this type typically have low enrollment and are facilitated by a NEAAAT coach in conjunction with a community college/university professor, community member or external provider. Students enrolled in an independent study course are expected to be highly motivated and to have demonstrated an aptitude for the designed course.

Class Rank
Class rank is based on the cumulative weighted quality-point average. In the case of ties, the highest numerical average will determine the highest rank. Strength of schedule is also an important factor in determining class rank. While standard, non-honors courses allow 4 grade points, more rigorous honors and college/university courses allow 4.5 or 5 grade points, respectively. For instance, an earned “A” in an honors-level course equates to 4.5 grade points when weighting the Grade Point Average (GPA). An earned “A” in a non-honors course equates to 4 grade points. For the purposes of class rank, students should strive to enroll in the most rigorous courses possible.

Driver’s Education Law
NEAAAT does not provide free driver’s education courses. Students who plan to get their driving permit after completing driver education must get a Driver Eligibility Certificate from the front office. They must bring a birth certificate and driver education certificate when requesting an eligibility certificate and should allow at
least 3 days to get an eligibility certificate.

North Carolina House Bill 769 became effective December 1, 1997 and reflects a coordinated statewide effort to motivate and encourage students to complete high school. This legislation requires that a student's driving permit or license be revoked if a student is unable to maintain adequate progress or drops out of school. Adequate progress is defined as passing 70% of all courses and is determined by first semester grades and second semester grades for schools on block scheduling. In rare cases, there may be circumstances beyond the control of the student or his/her parents that qualify as a hardship. If a hardship exists, the student may request a waiver. If the waiver is granted, the student would not be affected by the legislation. Hardship cases are rare and are reserved for extreme situations. Hardship review forms are available at our school.

North Carolina Senate Bill 57, which became effective July 1, 2000, requires that a student's driving permit or license be revoked for one year if a student is given a suspension for more than 10 consecutive days or an assignment to an alternative educational setting for more than 10 consecutive days for one of the following reasons:

- The possession or sale of an alcoholic beverage or an illegal controlled substance on school property.
- The possession or use on school property of a weapon or firearm that resulted in disciplinary action under G.S. 115C-391 (d1) or that could have resulted in that disciplinary action if the conduct had occurred in a public school.
- The physical assault on a teacher or other school personnel on school property.

School property is the physical premises of the school, school buses, or other vehicles under the school's control or contract and that are used to transport students, and school-sponsored or school-related activities that occur on or off the physical premises of the school.

Unlike the "Dropout Prevention/Driver's License" law that only affects students under the age of 18, the "Lose Control" law does not stop at age 18. It is possible for a student to have his or her license suspended as a 17-and-a-half-year-old and not be eligible to drive for a full calendar year, reaching 18-and-a-half before again being eligible to drive.

Attendance

NEAAAT Policy 6.01: SCHOOL ATTENDANCE
School attendance is important to school success. The Northeast Academy board policy and the attached regulations and procedures are designed to ensure that all students meet the requirements of North Carolina’s compulsory attendance law, G.S. 115C-378, as well as those of the school. The Director of College and Career Readiness will offer consultation and support for schools that need assistance in any of these areas.

A. Detailed laws, regulations, and policies concerning compulsory school attendance are found in School Attendance and Student Accounting, North Carolina Department of Public Instruction, Division of School Business Services. Specific procedures related to the compulsory attendance law are available through the Director of College and Career Readiness’ office.
B. Official school activities include field trips sponsored by the school, school-initiated and scheduled activities, athletic events that require early dismissal with prior approval of the Principal, governor or legislative pages, and in-school suspension.
C. An absence is excused if the following conditions exist:
a. A student is unable to attend school when the student or his/her child is ill, injured, has a medical appointment, or is isolated by order of the State Board of Health or a local Health Department. The Principal shall require written documentation from the parent, guardian, emancipated student, or doctor, of the reason the student was absent. At the Principal’s discretion, other family illness may be accepted as an excused absence. Emancipated students are those that are eighteen (18), married, or emancipated by court order. The Principal may allow students under eighteen (18) who do not live at home, to write their own absence notes if the parent gives written consent.

b. Death in the family.

c. A student who is called to court under subpoena or court order is to receive an excused absence. If the student is called to court because they are being charged with an offense, they should receive an excused absence for the time in court.

d. Religious observance, as suggested by the religion of the student or the student's parents.

e. An absence may be excused in advance for educational reasons. The parent must complete the form "Request for Excused Absence for Educational Reasons." By signing the document, the parent assures the school that the absence meets the requirements of the law for excused absences. The law provides Principal with the latitude to determine when the cumulative effects of such absences are of such duration as to interfere with the education of the student.

f. A student is unable to attend school due to a catastrophic event or natural disaster.

D. Absences not classified as excused in section C are unexcused. Parents shall be notified when their child has accumulated three unexcused absences. Parents shall be notified in writing when their child has accumulated 3, 5, and 10 absences.

E. The school shall establish and communicate to students and parents their procedures for making up work following an unexcused absence. Make-up work shall be graded at a standard consistent with the original work. Credit equivalent to not less than 70% of the original value of the work shall be awarded for make-up work completed within the school's established procedures. In making final determinations about credit, the procedures should take into account the following:
   a. The past performance of the student,
   b. Circumstances that may have made the unexcused absence unavoidable,
   c. Unusual family circumstances,
   d. Nature of the specific learning activity,
   e. Other issues that the teacher determines to be relevant to the situation.

Absences resulting from out-of-school suspensions are considered unexcused, and the same policy for make-up work applies. Full credit must be given for quarter, semester or grading period examinations in the case of short-term suspensions.

F. School work will be made up for excused absences under the following conditions:
   a. If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the student's return to school. Teachers should use discretion and may make exceptions in the case of students whose excused absences were not planned in advance, were beyond the student's control, and the nature of which would not support make-up work the day of return (e.g., death in the immediate family, serious illness).

   b. If the make-up work has not been assigned in advance, for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to make up work. Special consideration should be given in the case of extended absences due to injury or chronic illness.
c. The student is responsible for securing make-up work.

G. Teachers shall notify the Principal or Principal’s designee when absences from an individual class reach at least three (3) in a block course (seven (7) in a semester course or at least fifteen (15) in a full-year course). The Principal shall, in turn, notify parents or guardians, in writing, that the total number of absences is approaching the maximum allowed under this policy.

H. Teachers shall notify the Principal when absences from an individual class reach at least five (5) in a block course. The Principal shall in turn initiate interventions, based upon the school-developed attendance plan, to help improve the attendance of the student. Interventions will be expectations-based and involve parents. Teachers shall notify the Principal when absences reach ten (10) in a block course. At this point, the school plan for dealing with accumulated absences will be initiated for each student.

I. Appeals of the school decisions, with regard to attendance, will follow normal procedures outlined in the student grievance process.

J. A student with a chronic health problem will not be held accountable to the attendance policy if absences are excused. Documentation of chronic health problems must be provided in writing.

ABSENCES
Attendance in school and participation in class are integral parts of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to developing a work ethic necessary for professional and personal success in life. Students may have a maximum of ten (10) absences for semester courses, twenty (20) absences for yearlong courses. Exceeding this number will cause the student not to receive course credit or be promoted unless they:

● Are granted a waiver from the attendance policy by the Principal for an absence that falls outside the previously stated guidelines, and/or

● Successfully complete an extended day program to make-up time missed on the basis of one hour for each ninety minute class period missed during the school term in which the excessive absences occur.

TARDIES
A student shall be present in his/her assigned class at the time appointed for the school day or class to begin, or be recorded as tardy for the day or class. Five accumulated unexcused tardies will be counted as an unexcused absence for purposes of the minimum class attendance requirement of NEAAAT Policy 6.01.

Tardiness is unacceptable and will be monitored daily. Letters home/phone calls to parents will be made when students are tardy regularly (3 times per class period per grading period). Five tardies equate to a one-day absence; thus, habitual problems will result in severe consequences. Four tardies will result in an office referral. Parents are asked to ensure that students attend classes daily and on time.

HONOR ROLLS
Honor rolls for each nine weeks shall be posted in all schools for grades four through twelve.

○ A Honor Roll: shall include students who have a 90 or above average when all courses are averaged, with no grade lower than a 90.

○ A/B Honor Roll: shall include students who have at least an 80 average when all courses are averaged, with no grade lower than an 80 and at least one grade of 90 or higher.

Students receiving an incomplete for a nine weeks grade for failure to complete all assignments shall not be eligible for honor roll inclusion.
HONOR GRADUATES
Policy 5.14 Class Rankings

Class rankings are one method of measuring academic performance. The Northeast Academy for Aerospace and Advanced Technologies Board of Directors also recognizes other means of evaluating student achievement, including grade point average, courses completed, level of rigor of curriculum, results of tests and assessments, and recommendation letters.

The principal shall provide for the compilation of class rankings to be listed on student transcripts. While the board encourages broad means of recognizing student achievement, the principal shall not use class rank to designate a valedictorian or salutatorian. The principal shall designate the following senior honors:

1. Students with a 3.75 - 3.99 weighted grade point average shall receive the distinction of cum laude
2. Students with a 4.0 - 4.249 weighted grade point average shall receive the distinction of magna cum laude
3. Students with a 4.25 or higher weighted grade point average shall receive the distinction of summa cum laude

The principal shall ensure that class ranking is computed in accordance with State Board of Education Policy GRAD-009. The CEO and principal shall ensure that students and parents receive adequate notice as to how class rank is calculated and shall provide written procedures on how students with equal grades, or grades that may be perceived as equal, will be treated. Nothing in this policy provides a student with any legal entitlement to a particular class rank or title.

Legal References: G.S. 115C-47, -81, -276, -288; 116-11(10a); State Board of Education Policy GRAD-009

National Beta Honors Club

This club is part of the National Beta Club organization whose mission is “to promote the ideals of academic achievement, character, service and leadership among elementary and secondary school students.” The club was founded in 1934 by Dr. John W. Harris and for over 80 years Beta members have upheld the four pillars of achievement, character, leadership, and service. According to the National Beta Club, “From U.S. President Bill Clinton to current professional basketball player Kevin Durant, Beta Club members continue to lead long after their high school days are behind them.”

To become a member, students must be in their second semester of their sophomore year. Students must have a non-weighted GPA of, at least, 3.5 and not have any office referrals. To remain a member and graduate with a Beta Honor Cord, students must have a weighted GPA of, at least, 3.5 and no office referrals. Members must obtain 20 hours of community service-learning per year as well.

Junior Marshals

Juniors will be selected to serve as graduation marshals based on class rank at the conclusion of the third nine weeks grading period of their junior year, the recommendation of student services, and must be in good standing with the school.
COURSE DESCRIPTIONS

All middle and high school courses described in this course catalog may be offered as semester or year long courses. Not all courses may be offered in a given semester or year.

Students will be enrolled in coursework according to demonstrated ability, willingness to perform, successful completion of course prerequisites and entrance requirements, and parental consent. Some middle school students may access many of our high school courses, and some high school students may enroll in college/university coursework.

We will make every effort to update course descriptions and offerings in a timely manner. Please direct all questions regarding course descriptions, scheduling, and promotion requirements to your School Counselor.

ENGLISH LANGUAGE ARTS

GRADE 5 ENGLISH LANGUAGE ARTS
PREREQUISITE: GRADE 4 ENGLISH LANGUAGE ARTS
CREDIT: NONE
This course allows students to develop reading, writing, speaking, listening and language skills through experiences with print and digital resources. Students will be able to increase their comprehension strategies, vocabulary and higher order thinking skills. There will be a balance of short and long fiction, drama, poetry, and informational texts from memoirs, articles, and essays. Students will apply their skills such as citing textual evidence, analyzing points of view and presentation, and how parts of the text affect the whole. Throughout this course students will learn to communicate and collaborate effectively as they work together to express and listen to the ideas of their peers. Students are encouraged to engage in daily independent readings that will help them practice these skills and pursue their interests.

GRADE 6 ENGLISH LANGUAGE ARTS
PREREQUISITE: GRADE 5 ENGLISH LANGUAGE ARTS
CREDIT: NONE
This course allows students to develop reading, writing, speaking, listening and language skills through experiences with print and digital resources. Students will be able to increase their comprehension strategies, vocabulary and higher order thinking skills. There will be a balance of short and long fiction, drama, poetry, and informational texts from memoirs, articles, and essays. Students will apply their skills such as citing textual evidence, analyzing points of view and presentation, and how parts of the text affect the whole. Throughout this course students will learn to communicate and collaborate effectively as they work together to express and listen to the ideas of their peers. Students are encouraged to engage in daily independent readings that will help them practice these skills and pursue their interests.

GRADE 7 ENGLISH LANGUAGE ARTS
PREREQUISITE: GRADE 6 ENGLISH LANGUAGE ARTS
CREDIT: NONE
This course allows students to develop reading, writing, speaking, listening and language skills through

10572Y0
experiences with print and digital resources. Students will be able to increase their comprehension strategies, vocabulary and higher order thinking skills. There will be a balance of short and long fiction, drama, poetry, and informational texts from memoirs, articles, and essays. Students will apply their skills such as citing textual evidence, analyzing points of view and presentation, and how parts of the text affect the whole. Throughout this course students will learn to communicate and collaborate effectively as they work together to express and listen to the ideas of their peers. Students are encouraged to engage in daily independent readings that will help them practice these skills and pursue their interests.

GRADE 8 ENGLISH LANGUAGE ARTS

PREREQUISITE: GRADE 7 ENGLISH LANGUAGE ARTS
CREDIT: NONE

This course allows students to develop reading, writing, speaking, listening and language skills through experiences with print and digital resources. Students will read a range of text, varying levels of sophistication and purpose, and further develop their comprehension strategies, vocabulary and higher order thinking skills. Throughout this course students will learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. The ability to plan, revise, edit and publish will help students practice in the writing types such as arguments, informative/explanatory texts, and narratives. Students will use rubrics to guide the purpose of their writing, and to understand their targeted audience. Students are encouraged to engage in daily independent readings that will help them practice these skills and pursue their interests.

ENGLISH I HONORS

PREREQUISITE: ELA 8 or equivalent
CREDIT: 1

This course provides reading literature, reading informational text, writing and speaking and listening opportunities, processes which challenge the advanced learner. Special emphasis focuses on the integration of reading, literature, reading informational text, writing, speaking and listening, language, and viewing, as well as the importance of audience and purpose in communication. This course also provides interpretive reading and discussions and aims to improve the student’s abilities to comprehend complex fiction and nonfiction texts to include the novel, US historical documents, and Shakespearean literature. Writing and research are integrated into the reading instruction and require students to synthesize and evaluate information in various written formats.

ENGLISH I Honors/ WORLD HISTORY Honors

PREREQUISITE: NONE
CREDIT: 2 (English I Honors and World History Honors Credit)

English I

This course provides reading literature, reading informational text, writing and speaking and listening opportunities, processes which challenge the advanced learner. Special emphasis focuses on the integration of reading, literature, reading informational text, writing, speaking and listening, language, and viewing, as well as the importance of audience and purpose in communication. This course also provides interpretive reading and discussions and aims to improve the student’s abilities to comprehend complex fiction and nonfiction texts to include the novel, US historical documents, and Shakespearean literature. Writing and research are integrated into the reading instruction and require students to synthesize and evaluate information in various written formats.
World History
World History Honors provides challenging opportunities for students to explore the origins of world civilizations and to examine the impact of non-western cultures on the global society. The effects of events on individuals, social, political interaction, and technological development are stressed throughout the course. Specialized projects provide the student with a more extensive examination of the events, which have influenced the development of the world.

ENGLISH II HONORS 10225X0
PREREQUISITE: ENGLISH I
CREDIT: 1
This course provides challenging writing and speaking opportunities designed to develop the students’ abilities in language arts as preparation for education beyond high school. Composition types, writing strategies and revision techniques are stressed as students strive to develop personal writing styles and voice. Language study and grammar reviews are integrated with oral and written assignments. Literature focuses on world cultures, world famous authors and critical analysis of their works. At this level, reading will include a study of Shakespearean literature as well as reading and evaluating influential U.S. documents.

ENGLISH III HONORS 10235X0
PREREQUISITE: ENGLISH II
CREDIT: 1
Students continue to refine writing and speaking skills using processes which illustrate logical and analytical thinking. Literature studies include an in-depth study of U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included. Research skills include the use of primary and secondary sources, the writing of a term paper, and annotating reports and short papers. This course is especially designed to challenge students who wish to pursue education beyond high school. Literature focuses on world cultures, world famous authors and critical analysis of their works. At this level, reading will include a study of Shakespearean literature as well as reading and evaluating influential U.S. documents.

ENGLISH IV HONORS 10245X0
PREREQUISITE: ENGLISH III
CREDIT: 1
This course provides in-depth application of all communication skills and completes the global perspective initiated in English II Honors. Students study representative pieces of European literature as unique reflections of the European experience in order to understand influential U.S. historical documents, contemporary issues, and texts influenced by European philosophy or action. Students read at least one Shakespearean play. At this level, students refine research and library skills to prepare themselves for postsecondary education. *Students who wish to earn English IV credit at COA, must take ENG 241 or 242. ENG 111 and 112, along with completing the first page of the associate degree is required in order to enroll in ENG 241 or 242.

YEARBOOK I 96105XODMY
PREREQUISITE: Teacher Recommendation
CREDIT: 1
This course is designed to introduce the student to the fundamentals of yearbook publication including interviewing, copywriting, layout design, desktop publishing, marketing, photography, and theme development.
with an emphasis on working as a team, meeting deadlines and adhering to ethical standards. Yearbook courses require after school activities and selling business advertisements. This course requires after school activities and selling business advertisements. An application is required for this course.

SECOND LANGUAGE

Two second language credits are required to meet UNC college and university minimum admissions requirements (MAR). Students who want to take an alternate language through NCVPS can request to do this his or her senior year, but should complete Spanish I and II. Students who want to take a NCVPS foreign language should be independent learners and must have a 3.5 or higher weighted GPA.

SPANISH I

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Spanish is a college preparatory course that prepares students for college placement exams. The first level is an introduction to the language and culture of Hispanic America and Spain. The outline includes basic grammar (including simple parts of speech and verb conjugation), approximately 800 vocabulary words, and projects.

SPANISH II

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Spanish II is a college-prep course that increases emphasis on preparation for college placement exams. The outline includes intermediate grammar (including more difficult parts of speech and conjugation of different tenses), approximately 550 vocabulary words, mandatory speaking/listening opportunities, and extensive projects on Spain and Latin America.
MATHEMATICS

GRADE 5 MATH
PREREQUISITE: GRADE 4 MATH
CREDIT: NONE
Grade 5 math will address the topics of Grade 5 that allow abstract and quantitative reasoning, makes sense of problems and how to persevere to solve them, attending to precision, the strategic use of appropriate tools, and how to observe and express regularity in repeated reasoning. The topics will include: operations with whole numbers, decimals, and fractions including mixed numbers, area, volume and measurement conversions.

GRADE 6 MATH
PREREQUISITE: GRADE 5 MATH
CREDIT: NONE
Grade 6 math will address the topics of Grade 6 that allow abstract and quantitative reasoning, makes sense of problems and how to persevere to solve them, attending to precision, the strategic use of appropriate tools, and how to observe and express regularity in repeated reasoning. The topics will include: ratios and proportional relationships, the number system, expressions and equations, geometry and statistics and probability.

GRADE 7 MATH
PREREQUISITE: GRADE 6 MATH
CREDIT: NONE
Grade 7 math will address the topics of Grade 7 that allow abstract and quantitative reasoning, makes sense of problems and how to persevere to solve them, attending to precision, the strategic use of appropriate tools, and how to observe and express regularity in repeated reasoning. The topics will include: ratios and proportional relationships, the number system, expressions and equations, geometry and statistics and probability.

GRADE 8 MATH
PREREQUISITE: GRADE 7 MATH
CREDIT: NONE
Grade 8 math will address the topics of Grade 8 that allow abstract and quantitative reasoning, makes sense of problems and how to persevere to solve them, attending to precision, the strategic use of appropriate tools, and how to observe and express regularity in repeated reasoning. The topics include: the number system, expressions and equations, geometry, statistics and probability and functions.

MATH I HONORS
PREREQUISITE: MATH 8 or administration placement
CREDIT: 1 (Semester or Year long)
Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

MATH II HONORS
PREREQUISITE: MATH I
CREDIT: 1
Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

**MATH III HONORS**
PREREQUISITE: MATH II
CREDIT: 1
Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle.

**ADVANCED FUNCTIONS AND MODELING HONORS**
PREREQUISITE: MATH III
CREDIT: 1
Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. This course is accepted as the fourth math for admission to UNC System institutions. A graphing calculator is recommended for this course.

**PRE-CALCULUS HONORS**
PREREQUISITE: MATH III
CREDIT: 1
Pre-Calculus provides students a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, and data analysis. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and applications software, will be used regularly for instruction and assessment.
GRADE 5 SCIENCE
PREREQUISITE: GRADE 4 SCIENCE
CREDIT: NONE
Grade 5 Science is designed to allow highly motivated students the opportunity to engage in scientific investigation. At the conclusion of this course students will have an understanding of weather patterns and phenomena, making connections to the weather in a particular place and time. Students will also understand how structures and systems of organisms (to include the human body) perform functions necessary for life, leading to a better understanding of the interdependence of plants and animals with their ecosystem. Students will also understand why organisms differ from or are similar to their parents based on the characteristics of the organism. In physical science, students will understand force, motion and the relationship between them, the interactions of matter and energy and the changes that occur, and explain how the properties of some materials change as a result of heating and cooling.

GRADE 6 SCIENCE
PREREQUISITE: GRADE 5 SCIENCE
CREDIT: NONE
Grade 6 Science is designed to allow highly motivated students the opportunity to engage in scientific investigation. At the conclusion of this course students will have an understanding of the cycling of matter and how it relates to the Earth’s atmosphere, the processes, structure and function of living organisms that enable them to survive, reproduce and carry out the basic functions of life, understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors, understanding motion and the effects of forces on motion, and understanding energy, energy transfer and transformation, and conservation in mechanical systems.

GRADE 7 SCIENCE
PREREQUISITE: GRADE 6 SCIENCE
CREDIT: NONE
Grade 7 Science is designed to allow highly motivated students the opportunity to engage in scientific investigation. At the conclusion of this course students will have an understanding of the cycling of matter and how it relates to the Earth’s atmosphere, the processes, structure and function of living organisms that enable them to survive, reproduce and carry out the basic functions of life, understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors, understanding motion and the effects of forces on motion, and understanding energy, energy transfer and transformation, and conservation in mechanical systems.

GRADE 8 SCIENCE
PREREQUISITE: GRADE 7 SCIENCE
CREDIT: NONE
Grade 8 Science is designed to allow highly motivated students the opportunity to engage in scientific investigation. Students will be able to understand the hydrosphere and its impact on local systems and humans, understanding the history of the Earth and its life forms, understanding the hazards caused by agents of diseases that affect living organisms, understanding how biotechnology is used to affect living organisms, understanding how organisms interact with and respond to their biosphere, understand the evolution of organisms, the
composition of various substances, the properties of matter, and an explanation of the environmental implications associated with various methods of obtaining, managing and using energy resources.

**EARTH/ENVIRONMENTAL SCIENCE HONORS**

PREREQUISITE: NONE

CREDIT: 1

Honors Earth/Environmental Science is designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system.

**BIOLOGY HONORS**

PREREQUISITE: Preferred to be taken during a student’s sophomore or junior year. Freshman may be considered based on coach recommendation.

CREDIT: 1

Honors Biology is designed to give the student a more challenging and in-depth experience. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In addition to the North Carolina Standard Course of Study for Biology standards and objectives, students are expected to: design and carry out several independent investigations of biological questions, read and report on recent research in biology and demonstrate a more in-depth understanding of all biology objectives. HS Biology should be completed with NEAAAT coaches prior to the end of the student’s junior year.

**PHYSICAL SCIENCE**

PREREQUISITE: NONE

CREDIT: 1

The Physical Science course will provide a foundation for the continued study of science. The curriculum will integrate the following topics in chemistry and physics: structure of atoms, structure and properties of matter, motion and forces, conservation of energy, matter and charge.

**CHEMISTRY HONORS**

PREREQUISITE: PHYSICAL SCIENCE, MATH 3 AND/OR TEACHER RECOMMENDATION

CREDIT: 1

Chemistry Honors is an accelerated comprehensive laboratory course designed to give the students a more conceptual and in-depth understanding of concepts in the North Carolina Standard Course of Study in Chemistry. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include additional Honors objectives and an in-depth study of at least two enrichment topics. Students will design and complete at least one in-depth independent study of chemistry directed questions.

**ENVIRONMENTAL SCIENCE AND ENGINEERING HONORS**
SOCIAL STUDIES

GRADE 5 SOCIAL STUDIES
PREREQUISITE: GRADE 4 SOCIAL STUDIES
CREDIT: NONE
United States History: Pre-Colonial Times through Reconstruction: Fifth graders will focus heavily on analyzing the chronology of key events and the roles of prominent figures in the development of the United States. Students will understand how human activity has and continues to shape the United States. To establish a foundation of financial literacy students will understand how a market economy impacts life in the United States and that personal choices result in benefits or consequences. Students will understand the development, structure and function of government in the United States and analyze life in a democratic republic through rights and responsibilities of citizens. By the conclusion of the fifth grade, students will understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

GRADE 6 SOCIAL STUDIES
PREREQUISITE: GRADE 5 SOCIAL STUDIES
CREDIT: NONE
Beginnings of Human Society to the Emergence of the First Global Age (1450): Sixth graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction and region to understand the emergence, expansion and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity. As students examine the various factors that shaped the development of civilizations, societies and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort should be made to integrate various civilizations, societies and regions from every continent (Africa, Asia, Europe and the Americas). During this study, students will learn to recognize and interpret the “lessons of history;” those transferable understandings that are supported throughout time by recurring themes and issues.

GRADE 7 SOCIAL STUDIES
PREREQUISITE: GRADE 6 SOCIAL STUDIES
CREDIT: NONE
The Great Global Convergence (1400-1800) to the Present: Grade 7 Social Studies will help students continue to expand their knowledge, skills and understanding of early civilizations. Seventh grade students will study the Age of Exploration to contemporary times in order to understand the implications of global interactions. The course will focus on geography according to themes, location, place, movement, human-environmental interaction and region to understand modern societies and regions. This course will guide students through patterns of change, conflict and cooperation, economic development, population, political organization and thought, and cultural values and beliefs. Conscious effort will be made to include various societies and regions from every continent.

GRADE 8 SOCIAL STUDIES
PREREQUISITE: GRADE 7 SOCIAL STUDIES
CREDIT: NONE
Grade 8 Social Studies will integrate state, national and world themes and issues through the exploration of North Carolina history. This course will help students understand and appreciate the legacy of the state’s democratic republic and develop skills needed to engage responsibly as a North Carolinian. The course will begin with a review of the major ideas and events preceding the foundation of North Carolina and United States History. The focus will be on critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times.

**WORLD HISTORY HONORS**
43035X0
PREREQUISITE: NONE
CREDIT: 1
World History Honors provides challenging opportunities for students to explore the origins of world civilizations and to examine the impact of non-western cultures on the global society. The effects of events on individuals, social, political interaction, and technological development are stressed throughout the course. Specialized projects provide the student with a more extensive examination of the events, which have influenced the development of the world.

**AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS HONORS**
42095X0
PREREQUISITE: NONE
CREDIT: 1
Honors Civics and Economics provides a more rigorous examination of American government and economic systems. Instructional pacing is accelerated beyond the standard Civics and Economics course. The course builds and extends on the government and economic topics and concepts taught in the standard Civics and Economics course. Students will be expected to read and/or interact with a wide spectrum of more challenging, relevant instructional material.

**AMERICAN HISTORY I HONORS**
43045X0
PREREQUISITE: NONE
CREDIT: 1
Honors American History I provides students with opportunities to gain a deeper understanding of historical events which shaped the United States from European Exploration to the early nineteenth century. Instructional pacing is accelerated beyond the standard American History I course. The course builds on the historical and intellectual origins of the United States. Students are expected to read and/or interact with a wide spectrum of more challenging, relevant instructional material.

**AMERICAN HISTORY II HONORS**
43055X0
PREREQUISITE: AMERICAN HISTORY I HONORS
CREDIT: 1
Honors American History II provides students with opportunities to gain a deeper understanding of historical events which shaped the United States from late nineteenth century to early 21st century. Instructional pacing is accelerated beyond the standard American History I course. The course builds and extends on the role the federal government has had on the development of the United States. Students are expected to read and/or interact with a wide spectrum of more challenging, relevant instructional material.

**AMERICAN HISTORY**
PREREQUISITE: WORLD HISTORY
CREDIT: 1
Providing a foundation to understand our nation’s past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation’s history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in Inquiry Based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections. This course replaces American History I & II for students who begin their freshman year in the 2020-2021 academic year or beyond.

**FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY-HONORS**

**PREREQUISITE:** AMERICAN HISTORY II HONORS or AMERICAN HISTORY HONORS  
**CREDIT:** 1

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government’s foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

**ECONOMICS AND PERSONAL FINANCE**

**PREREQUISITE:** AMERICAN HISTORY II HONORS or AMERICAN HISTORY HONORS  
**CREDIT:** 1

Economics and Personal Finance provides students with the the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The course was developed in accordance with Session Law 2019-82 to “provide instruction on economic principles and … provide personal financial literacy instruction.” Ultimately, students taking this course will understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be introduced to key concepts from both micro and macroeconomics, as well as financial literacy concepts such as the cost of credit, planning and budgeting for large purchases, home mortgages, and college expenses, and other relevant financial literacy issues. This course is a graduation requirement for students who begin their freshman year in the 2020-2021 academic year or beyond.
HEALTHFUL LIVING

WELLNESS 5
PREREQUISITE: NONE
CREDIT: None
This course consists of integrated health and physical education relating to the 7th Grade course standards. Wellness students learn about an organized study of rules and skills related to various indoor and outdoor activities. This course examines all the dimensions of health and wellness. An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students will learn strategies that improve lifetime health and wellness. The goals are to identify the factors of wellness, as well as the impact of heredity, lifestyle, and environment on well-being. Gain knowledge about health and its utilization in making meaningful decisions throughout life. Examine personal behaviors related to health and wellness. Assess and interpret one’s state of overall wellness as well as the development and implementation of a personal wellness plan. Develop the ability to use research credible sources to learn about and evaluate current societal trends in health and social behavior. Students will also learn to recognize solutions for common health problems and stress management techniques. Daily participation is required. Proper attire must be worn for all components of physical education.

WELLNESS 6
PREREQUISITE: NONE
CREDIT: None
This course consists of integrated health and physical education relating to the 7th Grade course standards. Wellness students learn about an organized study of rules and skills related to various indoor and outdoor activities. This course examines all the dimensions of health and wellness. An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students will learn strategies that improve lifetime health and wellness. The goals are to identify the factors of wellness, as well as the impact of heredity, lifestyle, and environment on well-being. Gain knowledge about health and its utilization in making meaningful decisions throughout life. Examine personal behaviors related to health and wellness. Assess and interpret one’s state of overall wellness as well as the development and implementation of a personal wellness plan. Develop the ability to use research credible sources to learn about and evaluate current societal trends in health and social behavior. Students will also learn to recognize solutions for common health problems and stress management techniques. Daily participation is required. Proper attire must be worn for all components of physical education.

WELLNESS 7
PREREQUISITE: NONE
CREDIT: None
This course consists of integrated health and physical education relating to the 7th Grade course standards. Wellness students learn about an organized study of rules and skills related to various indoor and outdoor activities. This course examines all the dimensions of health and wellness. An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition,
students will learn strategies that improve lifetime health and wellness. The goals are to identify the factors of wellness, as well as the impact of heredity, lifestyle, and environment on well-being. Gain knowledge about health and its utilization in making meaningful decisions throughout life. Examine personal behaviors related to health and wellness. Assess and interpret one’s state of overall wellness as well as the development and implementation of a personal wellness plan. Develop the ability to use research credible sources to learn about and evaluate current societal trends in health and social behavior. Students will also learn to recognize solutions for common health problems and stress management techniques. Daily participation is required. Proper attire must be worn for all components of physical education.

WELLNESS 8
PREREQUISITE: NONE
CREDIT: None
This course consists of integrated health and physical education relating to the 8th Grade course standards. Wellness students learn about an organized study of rules and skills related to various indoor and outdoor activities. This course examines all the dimensions of health and wellness. An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students will learn strategies that improve lifetime health and wellness. The goals are to identify the factors of wellness, as well as the impact of heredity, lifestyle, and environment on well-being. Gain knowledge about health and its utilization in making meaningful decisions throughout life. Examine personal behaviors related to health and wellness. Assess and interpret one’s state of overall wellness as well as the development and implementation of a personal wellness plan. Develop the ability to use research credible sources to learn about and evaluate current societal trends in health and social behavior. Students will also learn to recognize solutions for common health problems and stress management techniques. The NC High School CPR requirement will be met during this course. Daily participation is required. Proper attire must be worn for all components of physical education.

Health & Physical Education 9
PREREQUISITE: NONE
CREDIT: 1
This course consists of integrated health and physical education relating to the 9th Grade course standards. Wellness students learn about an organized study of rules and skills related to various indoor and outdoor activities. This course examines all the dimensions of health and wellness. An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students will learn strategies that improve lifetime health and wellness. The goals are to identify the factors of wellness, as well as the impact of heredity, lifestyle, and environment on well-being. Gain knowledge about health and its utilization in making meaningful decisions throughout life. Examine personal behaviors related to health and wellness. Assess and interpret one’s state of overall wellness as well as the development and implementation of a personal wellness plan. Develop the ability to use research credible sources to learn about and evaluate current societal trends in health and social behavior. Students will also learn to recognize solutions for common health problems and stress management techniques. Daily participation is required. Proper attire must be worn for all components of physical education.
ADVANCED CAREER PATHWAYS

AOPA: Aircraft Owners & Pilots Association Course Pathways
Grades 9-12; Grades 7-8 with permission of Principal

AVIATION & AERONAUTICAL ENGINEERING

COURSE 1: Introduction to Aviation: Principles of Aviation & Aerospace I (Intro to Aviation)
96102X0AV
PREREQUISITES: NONE
CREDIT: 1
This project-based learning course engages students who are curious about aviation and aerospace careers. This course will introduce students to an engineering design process, tools to collect and analyze data, the science of aviation, materials and structures, and safety. Students will participate in real-world experiences such as designing, building hot air balloons, kites, straw rockets including a powered rocket and unpowered glider. Students will also gain an historical perspective starting from the earliest flying machines to the wide variety of modern aircraft and the integral role they play in making today’s world work. Students will learn about the history and impact of space exploration and have opportunities to build and fly historical and contemporary aircraft and spacecraft designs. They will apply aerospace technical standards and the academic literacy, math and science standards to develop these prototypes. This core aerospace and aviation course provides the foundation for all three pathways. They will also learn the characteristics of different sectors of aviation.

COURSE 2: Introduction to Aviation: Exploring Aviation & Aerospace (Aviation II) 96105X0A2 HONORS
PREREQUISITE: Teacher Recommendation
CREDIT: 1
This course builds on the foundation of Course 1 and engages students in applying the engineering design process, using tools to collect and analyze data, exploring a deeper level of the science of aviation and discovering how quality control systems work in the aviation field. This core aerospace and aviation course provides the foundation for all three pathways. It is designed to give students a clear understanding of career opportunities in aviation and aerospace and the critical issues affecting the aviation system. Students will also begin to drill down into the various sectors of aviation and the parts that make up the aviation and aerospace ecosystem. They will discover how advances in aviation created a need for regulation, and will learn about the promulgation of civil aviation oversight.

Students will explore modern day innovations and will develop their own innovative ideas to address real-world challenges facing the aviation industry. They will be exposed to a variety of career options in aviation and aerospace and take an in-depth look at the opportunities available. For schools offering multiple pathways, this course will allow students to begin to define their individual interests.
In the Introduction to Flight Course, students pursuing the pilot and UAS tracks will take a closer look at the aircraft they may one day operate. Students will begin with an exploration of the types of aircraft in use today before going on to learn how aircraft are made and how they fly. Students will understand how aircraft are categorized, be able to identify their parts, and learn about aircraft construction techniques and materials. They will gain an in-depth understanding of the forces of flight—lift, weight, thrust, and drag—including how to make key calculations. They will then touch on aircraft design, looking at stability, aircraft controls, and maneuvering flight. The course will conclude with a focus on career skills related to these topics.

Students in the UAS and Pilot tracks will take an in-depth look at the systems that make manned and unmanned aircraft work as well as the instrumentation powered by those systems. Beginning with aircraft powerplants and fuel systems, students will learn about the different options available and how they affect aircraft design and performance. They will go on to explore other key aircraft systems, including electrical, pitot-static, and vacuum systems. Throughout, they will learn about the flight instruments associated with each system and how to identify and troubleshoot common problems. This unit also covers airplane flight manuals, the pilot's operating handbook, and required aircraft documents. Finally, students will learn about the factors that affect aircraft performance and how to determine critical operating data for aircraft.

Robotics I is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the programming and construction of autonomous robots. Coaches will facilitate student learning and deliver course information through detailed lab experiments and project development. Students will work in groups to build and test increasingly more complex robots, culminating in an end-of-semester robot contest. Students will be divided into groups and complete a variety of robot programming and design activities within the confines of these groups. This is a prerequisite for competitive robotics (Robotics II).

Robotics II is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the programming and construction of autonomous robots for competitive events and real world simulations. Coaches will facilitate student learning and deliver course information through detailed lab experiments and project development. Students will work in teams building and testing increasingly more complex robots extending the learning beyond the Robotics I course, culminating in an end-of-semester robotics competition. Students may continue developing their knowledge of multiple robotics programming languages.
and systems to engineer robots of their own design. Students will complete a variety of programming and design activities within the confines of these teams.

**INTRODUCTION TO ARTIFICIAL INTELLIGENCE-HONORS**
PREREQUISITES: NONE; Course limit of 8
CREDIT: 1

Artificial Intelligence, or AI, enables computer systems to perform tasks that normally require human intelligence, such as visual perception, speech recognition, and decision-making. In this class students will explore how and what types of data can be collected for AI systems, how computers can “learn” from these data and use what is learned to help interpret the world and make decisions. Students will identify and explore the implications of AI systems currently in everyday use in areas such as social media, mapping software, and financial institutions, and consider the emerging areas where AI will be applied. Topics also include how AI has been portrayed in popular culture, how AI systems interact with humans, and the ethical considerations surrounding potential societal harm from inappropriately designed, trained, and/or applied AI systems. Students have opportunities to experiment and compute as they explore and solve problems associated with AI. This course will be taught online, in partnership with The Ryden Program for Innovation and Leadership in Artificial Intelligence of the North Carolina School of Science and Mathematics.

**CODING & MOBILE APP**
PREREQUISITES: NONE
CREDIT: 1

This course will allow students to explore the science and art of computer programming using the BBC MicroBit, a credit-card sized computer with built-in sensors and wireless communication, and the MakeCode visual programming environment from Microsoft. Students will learn about concepts such as loops, variables, sensors, actuators, conditionals, and Bluetooth radio through a series of fun individual and group projects. Students will be introduced and given an overview of drones, how they function and fly, and how they are being used for public safety and commercial uses. Students will learn how to use Math (measurement, angles, rotations), photogrammetry, and critical thinking which will allow them to fly drones and create obstacle courses to simulate flights.

**COMPTIA IT FUNDAMENTALS**
PREREQUISITES: NONE; Grades 10-12
CREDIT: 1

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

**COMPUTER SCIENCE I-HONORS**
PREREQUISITES: NONE
Computer Science I is an interactive course designed for students wanting to explore computer technology and computer programming. Students will learn how to think computationally and solve complex problems using a myriad of available programming platforms. Topics include Intro to Computer Science, Data Structures & Variables, Algorithms, Cybersecurity, Game Development, and Graphics.

**COMPUTER SCIENCE II - HONORS** 96105XOCPP2

**PREREQUISITES:** COMPUTER SCIENCE I
**CREDIT:** 1
This course is designed to teach students advanced programming concepts, including class structures, multimedia programming, advanced arrays, and file structures. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing.

**TECHNOLOGY ENGINEERING & DESIGN - HONORS** 96105XOTED

**PREREQUISITES:** NONE
**CREDIT:** 1
This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**MICROSOFT WORD AND POWERPOINT-HONORS** BM102X0

**PREREQUISITES:** 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. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Students may use this knowledge to apply essential standards and workplace readiness skills through many internal and external authentic experiences.

**MICROSOFT EXCEL AND ACCESS-HONORS** BM202X0

**PREREQUISITES:** NONE
**CREDIT:** 1
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help
you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in the newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Students may use this knowledge to apply essential standards and workplace readiness skills through many internal and external authentic experiences.

**PERSONAL FINANCE-HONORS**  
**BF052XO**  
**PREREQUISITES:** NONE  
**CREDIT:** 1  
This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing.

**ENTREPRENEURIALSHIP-HONORS**  
**960102XOES**  
**PREREQUISITES:** PERSONAL FINANCE  
**CREDIT:** 1  
In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course.

**INTRODUCTION TO CYBER SECURITY (HS) -HONORS**  
**96105XOICS**  
**PREREQUISITES:** NONE  
**CREDIT:** 1  
As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber attacks. This course prepares students with crucial skills to be responsible citizens in a digital future. The Introduction to Cybersecurity is the first online blended K12 cybersecurity course and is designed for students with some exposure to computer science, but there are no specific course prerequisites. Topics included are: foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, networking fundamentals, and basic system administration.

**INTRODUCTION TO CYBER SECURITY (MS)**  
**PREREQUISITES:** TEACHER RECOMMENDATION  
**GRADES:** 6-8
As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber attacks. This course prepares students with crucial skills to be responsible citizens in a digital future.

**CREATIVE COMPUTING (MS)**
**PREREQUISITES:** TEACHER RECOMMENDATION
**GRADES:** 6-8
Creative Computing is a first computer science course introducing the basics of programming with Karel the Dog, the basics of designing a web page, and how information and images are represented with computers. Students will learn to code using blocks to drag and drop, but they can switch between blocks and text as desired. With a unique focus on creativity, problem solving and project based learning, Creative Computing gives students the opportunity to explore several important topics of computing using their own ideas and creativity and develop an interest in computer science that will foster further endeavors in the field.

**COMPUTER SKILLS AND APPLICATION (MS)**
**PREREQUISITES:** NONE
**GRADES:** 6-8
This middle school course is composed of four instructional modules designed to provide hands on instruction in basic keyboarding skills, computer concepts, software applications, and digital literacy. The software applications include word processing, desktop publishing, presentation software, spreadsheets, and databases. English language arts and mathematics are reinforced.

**VIRTUALIZATION**
**PREREQUISITE:** NONE
In this hands-on Introduction to Virtualization Technology course you gain the knowledge and skills to successfully install, configure, manage, and deploy virtual servers and workstations in your organization. You will learn how to choose the proper virtual machine product for your environment, partition servers to isolate applications, improve portability and migration, and create entire testing labs within a single PC. Hands-on exercises provide practical experience with scripting administrative tasks, customizing virtual networks and clustering virtual machines. You will learn how to: Manage VMware and Microsoft Virtual Machine (VM) technologies; Leverage VMs to build testing, support, and training environments; Partition physical servers to decrease operating costs; Migrate from physical to virtual machines.

**DESIGN THINKING GRADES 5, 6, 7, & 8**
**PREREQUISITES:** NONE
Design thinking is a method to solve complex problems drawing on logic, imagination, intuition, and systematic reasoning, to explore possibilities and creativity. Students will focus on the thought and planning process through the lens that everything is part of a design. The course emphasizes the principles of Design Thinking, and Digital Arts to integrate disciplines, principles and information from varying content areas such as science, literature, history, and mathematics using project based learning methodology. Students will develop the engineering habits of mind to prepare for workplace readiness skills and teamwork. Students will also build depth of knowledge, reasoning and inquiry skills as they learn to deeply analyze material through protocols, presentations and critiques. This course allows students to express their creativity by designing products that are connected to real-world problems.

**DIGITAL MEDIA-HONORS**

96105XODM
This course is intended to further students’ knowledge in the field of Digital Media with hands-on projects and “real world” activities. Students develop an e-portfolio containing their projects related to personal career goals developed in this course through guided and independent practice. This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art.

**DIGITAL MEDIA II-HONORS**

PREREQUISITES: DIGITAL MEDIA I

CREDIT: 1

This course is intended to further students’ knowledge in the field of Digital Media with hands-on projects and “real world” activities. Students develop an e-portfolio containing their projects related to personal career goals developed in this course through guided practice and independent practices. Emphasis is placed on the principles of Design Thinking and Digital Arts. This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. This honors course extends the standard course to a higher, more challenging level. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise such as the NEAAAT NEWSPAPER or other design projects, service learning, and job shadowing.

**SOCIAL MEDIA AND MARKETING-HONORS**

PREREQUISITES: None

CREDIT: 1

Students will create a Youtube channel for an online audience. This class is responsible for creating the school’s news channel. Students will set their own objectives and work on a deadline while learning important entrepreneurial skills. Students will direct, film, edit and perform in creating their videos. This course will include acquisition of skills valuable for public speaking, branding for a business, social media marketing, search engine optimization (SEO) & analytics. Students will become good digital citizens by learning how to curate their profile as well as respond to others respectfully. Students will learn about privacy concerns online and limit their profiles to allow for a safe online experience.

**DIGITAL MEDIA AND YEARBOOK HONORS**

PREREQUISITES: NONE

CREDIT: 1

This course challenges students to explore the professional and personal uses of digital media tools to establish an effective brand and successfully market products. Students create a web-based portfolio of learning and digital products created within the course that can be used as a digital resume to gain employment. Product creation includes, but is not limited to, 2D animation, news stories, public service announcements, photo stories,
commercials, flyers, screencasts, podcasts, video channels, and more. Students in this course contribute to the development of the school yearbook and use their acquired skills for marketing, photography, page design, and product distribution during the Spring semester.

HEALTH SCIENCES

BIOMEDICAL TECHNOLOGY I
PREREQUISITES: BIOLOGY
CREDIT: 1
The course centers on contemporary topics in biology, bioinformatics and biotechnology including microbiology, pathology, forensics and criminalistics, and genetic technologies. The focus will be on examination and understanding of various topics in the Biotechnological world around them and the way the quality of life can be improved through modern biological techniques. With all the popularity and relation to biotechnology, forensic sciences and criminalistics will be another aspect of study. Finally, the students will also examine the ethical implications of these topics and technologies, studying their impact on their lives as well as societies in general.

BIOMEDICAL TECHNOLOGY II
PREREQUISITES: 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 serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

EXPLORING BIOTECHNOLOGY IN HEALTH SCIENCE
CREDIT: 1
GRADES 6-8
This course introduces students to biotechnology. Topics include: medical math, safety issues, cellular design, biomedical research, bioethics, and careers in biotechnology. English language arts and science are reinforced in this course.
ADVANCED MANUFACTURING

ADVANCED MANUFACTURING I
CREDIT: 1
GRADE: HS
Students will gain basic skills in: industrial safety, lab safety, using hand tools, measuring, electrical theory, mechanical theory and hydraulic theory in order to gain understanding of the design for manufacturing processes, including industrial safety, workflow and product development. Students will have opportunities to design, create and test various products and materials.

ADVANCED MANUFACTURING II
CREDIT: 1
GRADE: HS
Students will gain basic skills in adjusting and maintaining systems, troubleshooting systems, integrating systems, basic CAD design, and PLC fundamentals. Students will have opportunities to design, create and test various products, materials and systems.
EXTENDED LEARNING ELECTIVES

INDEPENDENT STUDY  96102X0IS
PREREQUISITE: APPROVAL OF PRINCIPAL OR DESIGNEE
CREDIT: 1
Courses vary.

INTERNSHIP (I-IV)  96102X0INT
PREREQUISITE: APPLICATION REQUIRED.
CREDIT: 1
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. The student must complete a minimum of 80 documented hours of direct observation or work directly related to the field. An additional 80 documented hours to complete the required documentation (i.e. logs, forms, etc.) is expected. To receive one (1) high school credit, the student must meet this 160-hour minimum requirement.  See attachment for the current NEAAAT Internship Packet

Curriculum Assistance  96015XOCA
PREREQUISITE: APPROVAL OF PRINCIPAL OR DESIGNEE
CREDIT: 1
Curriculum Assistance is an elective course designed to help students with disabilities who are pursuing a Future Ready Course of Study diploma. This course is designed to help students integrate study skills into subject areas by helping them acquire more efficient learning methods. It assists students in specific areas such as studying effectively, interpersonal communication, social skills, and organizational skills. Area of concentration will be individualized based on student IEP goals and objectives, and Post-secondary Transition Plans.
NC VIRTUAL PUBLIC HIGH SCHOOL (NCVPS)

Students who take NCVPS courses should have a 3.0 or higher unweighted GPA and be independent learners. Students should be prepared to dedicate as much time, if not more, to NCVPS courses, as they would a NEAAAT course.

The following course descriptions are presented here exactly as provided by the North Carolina Virtual Public School. Course options and availability are subject to change each semester. For current offerings, access the full course catalog at www.ncvps.org/catalogue.
Occupational Course of Study

Overview

The Occupational Course of Study (OCS) is one of two courses of study a student with disabilities may compete to graduate with a high school diploma in North Carolina. The vast majority of students with disabilities will complete the Future Ready Course of Study with the use of accommodations, modifications, supplemental aids and services as needed. The Occupational Course of Study is intended to meet the needs of a small group of students with disabilities who need a greatly modified curriculum that focuses on post-school employment and independent living. Through participation in a standards based curriculum with a vocational focus students learn skills necessary to enter the world of work, retain employment, and seek other employment throughout their adult lives.

The following is a description of the Occupational Course of Study:

- The IEP Team, which includes parents and the student, makes recommendations as to the appropriateness of the Occupational Course of Study for a particular student based on his/her post-school transition needs and goals. Final selection of the Occupational Course of Study is by student and parent choice.

- This course of study consists of three components: (1) standards based curriculum, (2) job training, and (3) competitive work experiences.

- Students participating in OCS will complete modified standard courses in English, Mathematics, American History, and Science. As well, students will obtain credits from Occupational Preparation classes.

- In addition, students are required to complete career/technical education credits, a healthful living class, electives, and local graduation requirements.

- Each student must complete 150 hours of school-based vocational training, 225 hours of community-based vocational training, and 225 hours of paid employment.

- Each student must produce a career portfolio documenting completion of course of study requirements.

State Occupational Course of Study Course Requirements
Students following the Occupational Course of Study must pass the following 22 credits plus any local requirements:

1. **Four English credits that shall be:**
   1. Occupational Course of Study English I 9210BXO
   2. Occupational Course of Study English II 9211BXO
   3. Occupational Course of Study English III 9212BXO
   4. Occupational Course of Study English IV 9213BXO

2. **Three Mathematics credits that shall be:**
   1. Occupational Course of Study Introduction to Mathematics 9220BXO
   2. Occupational Course of Study Algebra I (Math A) 9225BXO
   3. Occupational Course of Study Financial Management 9222BXO

3. **Two Science credits that shall be:**
   1. Occupational Course of Study Applied Science 9231BXO
   2. Occupational Course of Study Biology 9232BXO

4. **Two Social Studies credits that shall be:**
   1. American History I 9247BXO
   2. American History II 9248BXO
   3. Founding Principles, Civics & Economics 9249BXO

5. **One Health and Physical Education credit** 60492XO

6. **Six Occupational Preparation Education credits, which shall be Occupational Preparation I, II, III, and IV (i.e, completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment).**
   1. Prep I 9240BXO
   2. Prep II 9241BXO
   3. Prep III 9242BXO
   4. Prep IV 9243BXO

7. **Four Career/Technical Education Elective credits**

8. **A career portfolio**

9. **Completion of the student’s IEP objectives**
NEAAAT Pacing Guide for Occupational Course of Study

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Benchmarks</th>
<th>Work Hour Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>- OCS English 1 &lt;br&gt;- Applied Science &lt;br&gt;- Occupation Prep 1 &lt;br&gt;- 1 CTE Class &lt;br&gt;- Health &amp; PE &lt;br&gt;- 2 Elective Classes</td>
<td>150 School Based Work Hours</td>
</tr>
<tr>
<td>10th Grade</td>
<td>- OCS English 2 (required EOC) &lt;br&gt;- Introduction to Math &lt;br&gt;- OCS Math 1 &lt;br&gt;- Occupational Prep 2 &lt;br&gt;- 1 CTE Class &lt;br&gt;- Elective Class</td>
<td>150 Community Based Work Hours</td>
</tr>
<tr>
<td>11th Grade</td>
<td>- OCS English 3 &lt;br&gt;- OCS Biology (required EOC) &lt;br&gt;- American History 1 or 2 &lt;br&gt;- Occupational Prep 3 &lt;br&gt;- 1 CTE Class &lt;br&gt;- 2 Elective Classes</td>
<td>75 Community Based Work Hours &lt;br&gt;75 Competitive Work Hours</td>
</tr>
<tr>
<td>12th Grade</td>
<td>- OCS English 4 &lt;br&gt;- Personal Finance &lt;br&gt;- Founding Principles, Civics &amp; Economics &lt;br&gt;- Occupational Prep 4 (Including Portfolio) &lt;br&gt;- 1 CTE Class &lt;br&gt;- Elective Class</td>
<td>150 Competitive Work Hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26 Credits (22 minimum)</td>
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</table>
Occupational Course of Study Course Selection

OCS ENGLISH I
CREDIT: 1
The OCS English I course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English I. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on career readiness, the student will explore, examine, and evaluate a wide variety of modes of expression.

OCS ENGLISH II
CREDIT: 1
This course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English II. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. The English II (End-of-Course) exam is administered at the end of the semester for this course.

OCS ENGLISH III
CREDIT: 1
This course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English III. Students will gain mastery of curricular concepts through a survey of American literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills.

OCS ENGLISH IV
CREDIT: 1
This course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English IV. Students will gain mastery of curricular concepts through a survey of Western European, primarily British, literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of
a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills. The course is further designed to help students prepare for a culminating senior project.

**OCS INTRODUCTION TO MATH**

**CREDIT: 1**

This course is intended for Occupational Course of Study (OCS) students. The Introduction to Mathematics Course teaches the Essential Standards for Introductory Math and prepares the students for Local Developed Math Elective and Math I. Students learn introductory algebra and other important life-skills in nine engaging units covering working with numbers, fractions and decimals, rates and ratios, time and measurement, working with algebraic expressions, solving equations and inequalities, working with points and lines, working with data sets, and working with basic geometric figures.

**OCS MATH I**

**CREDIT: 1**

This course is intended for Occupational Course of Study (OCS) students. The Math 1 course teaches the Common Core Standards for Math 1 and is the second course in the Math 1 sequence. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective Course as an elective credit and Math 1 as the Math 1 credit. The Math I (End-of-Course) exam is administered at the end of the semester for this course.

**OCS FINANCIAL MANAGEMENT**

**CREDIT: 1**

This course is intended for Occupational Course of Study (OCS) students. The Financial Management course teaches NC Essential Standards for Financial Management and equips students with the skills needed for independent living. This course helps develop an understanding of state and federal income taxes, wages compensation, the use of credit, different insurance types, budgeting, and consumer spending.

**OCS AMERICAN HISTORY I**

**CREDIT: 1**

This course is intended for Occupational Course of Study (OCS) students. The course is intended to be taught prior to the American History II course. The American History I course is strategically aligned with the North Carolina Essential Standards for American History I. The course follows the Founding Principles Act and begins with the European Exploration and Colonization of the New World and follows chronologically through Post-Civil War Reconstruction. Students will learn about the important political, social, and economic factors that contributed to the development of colonial America, the onset of the American Revolution, and the results of the Revolution including the founding of the United States government and the drafting of founding documents including the Constitution and the Bill of Rights. Students will also learn about early domestic and foreign policy, westward expansion, reform, immigration, and the cultural variances that have both united and divided America.
OCS AMERICAN HISTORY II
CREDIT: 1
This course is intended for Occupational Course of Study (OCS) students. It is a sequel course to American History. The course is strategically aligned with the North Carolina Essential Standards for American History. The course follows the Founding Principles Act and begins with late 19th century American History to the 21st century. Students will learn about the important political, social, and economic factors that transformed the ethnic composition of America and America’s dependence on evolving technologies. Students will also learn about 19th – 21st century domestic and foreign policy, westward expansion, reform movements, immigration, and the cultural variances that have both united and divided America.

OCS FOUNDING PRINCIPLES, CIVICS, AND ECONOMIC
CREDIT: 1
Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

OCS APPLIED SCIENCE
CREDIT: 1
This course is intended for Occupational Course of Study (OCS) students. The Applied Science Course teaches environmental, physical, and life science concepts in nine engaging units covering human impacts on the environment, energy and its conservation, properties of matter, dangers and uses of common chemicals, force and motion, electricity and magnetism, and the human body systems.

OCS BIOLOGY
CREDIT: 1
This course is intended for Occupational Course of Study (OCS) students to develop an understanding of biological processes and discover how life science is an integral part of other sciences and society. Students will have opportunities to engage in hands-on, as well as minds-on activities that are aligned with the North Carolina Essential Standards. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms as well as acquire an understanding of the matter, energy and organization in living systems. The Biology (End-of-Course) exam is administered at the end of the semester for this course.
OCCUPATIONAL PREPARATION I
CREDIT: 1
This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training, and in Career and Technical education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational preparation courses.

OCCUPATIONAL PREPARATION II
CREDIT: 2
This course emphasizes the development of skills generic to all career majors: resource management, communication, interpersonal relationship skills, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job-seeking skills will also continue to be refined.

OCCUPATIONAL PREPARATION III
CREDIT: 2
This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

OCCUPATIONAL PREPARATION IV
CREDIT: 1
This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and determine their applicability to their personal career choice. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy, and master the theoretical and practical aspects of their career choice. Students will complete the 360 hours (for students entering Grade 9 prior to 2014-2015) and 225 hours (for students entering Grade 9 beginning with 2014-2015) of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours are required.
for successful completion of the Occupational Course of Study. Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience.
COLLEGE COURSEWORK
NEAAAT students are eligible to enroll in a wide variety of college coursework at no cost. Course offerings vary by semester and/or year. For more information about specific courses, please contact your High School Counselor. For full course descriptions of all COA courses, access the full course catalog at: https://www.albemarle.edu/wp-content/uploads/academic-catalog.pdf.

To be eligible for COA college transfer courses as a 9th or 10th grade student

To be eligible for COA college transfer courses, students must have a 2.8 or higher cumulative, unweighted GPA. Students who do not have a 2.8 or higher unweighted GPA, may be eligible based on a passing score on the RISE, a college readiness indicator offered at COA. All students enrolled at COA must be in a prescriptive pathway (e.g., Associate in Arts, Associate in Science, etc.). COA also offers career and technical education programs in a variety of fields, such as: welding, aviation, culinary arts, HVAC, early childhood education, and a variety of health-related careers.

Below is an example of how a student’s high school schedule could look if he or she wanted to earn the associates in arts degree. This plan is for students who started earning high school credits in 8th grade. Students who did not earn high school credits in the 8th grade could still possibly earn the degree by taking Summer School courses, which are available to students in an online format. Degree checklist for the associate in arts, science, and engineering can be found in the appendix section of the course catalog, and they are listed on COA’s website, albemarle.edu.

### 4 Year Plan (for students entering 9th grade with high school credits)

**Associate in Arts at COA**

*This is a sample schedule. Course offerings may vary by semester.*

<table>
<thead>
<tr>
<th>9th</th>
<th>Core</th>
<th>English II</th>
<th>Civics and Economics</th>
<th>Physical Science</th>
<th>Math II</th>
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<tbody>
<tr>
<td>Electives</td>
<td>Health and PE</td>
<td>NEAAAT Elective</td>
<td>NEAAAT elective or ECSU Course (CSC 111 or CSC 114)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th</th>
<th>Core</th>
<th>English III</th>
<th>Biology</th>
<th>Math III</th>
<th>Spanish I</th>
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<tbody>
<tr>
<td>Electives</td>
<td>Spanish II</td>
<td>NEAAAT elective</td>
<td>ECSU HLTH 185 (Health Concepts)</td>
<td>NEAAAT Elective or ECSU Math 115 (transfers to COA to</td>
<td></td>
</tr>
</tbody>
</table>
Provided here are descriptions of some of the COA courses which NEAAAT students take to work towards the associate in arts or science degrees.

**AMERICAN HISTORY I (HIS 131)**
College Credit: 3 hours
High School Credit: 1
This course is a survey of American history from prehistory through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

**AMERICAN HISTORY II (HIS 132)**
College Credit: 3 hours
High School Credit: 1
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments.
developments in American history since the Civil War.

**WRITING & INQUIRY (ENG 111)**
College Credit: 3 hours  
High School Credit: 1  
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course will also introduce students to the skills needed to produce a college-level research essay.

**WRITING & RESEARCH (ENG 112)**
PREREQUISITE: ENG 111  
College Credit: 3 hours  
High School Credit: 1  
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

**PRECALCULUS ALGEBRA (MAT 171)**
College Credit: 3 hours  
High School Credit: 1  
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

**GENERAL PSYCHOLOGY (PSY 150)**
College Credit: 3 hours  
High School Credit: 1  
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

**INTRODUCTION TO SOCIOLOGY (SOC 210)**
College Credit: 3 hours  
High School Credit: 1  
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

**INTRODUCTION TO COMPUTERS (CIS 110)**
College Credit: 3 hours  
High School Credit: 1  
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.  
See Appendix for College of the Albemarle Career Pathways Programs.
Elizabeth City State University Course Offerings

NEAAAT students are eligible to enroll in a wide variety of college coursework at no cost. Course offerings vary by semester and/or year. Course descriptions, prerequisite and corequisite information are provided by ECSU. For more information about specific courses, please contact your High School Counselor. For current ECSU course offerings, select the appropriate year to access the full course catalog.

**ELEMENTARY SPANISH I (SPAN 101)**
PREREQUISITE: COMPLETE HS SPANISH I & II  
College Credit: 3 hours  
High School Credit: 1  
Basic grammar, pronunciation, and reading for vocabulary building, cultural aspects and conversation. Students should complete high school Spanish I and II first.

**ELEMENTARY SPANISH II (SPAN 102)**
PREREQUISITE: SPAN 101  
College Credit: 3 hours  
High School Credit: 1  
Basic grammar, pronunciation, and reading for vocabulary building, cultural aspects and conversation

**COMPOSITION I (ENG 102)**
College Credit: 3 hours  
High School Credit: 1  
Emphasizes and develops basic and intermediate writing skills, mechanics, grammar, revision in the writing process, and connects writing and critical thinking. Topics may include narration, analysis, argument, and presentations. Students write a minimum of fifteen pages. One essay requires research and documentation. Utilization of the writing lab and assessments are included.

**GENERAL PSYCHOLOGY (PSY 212)**
College Credit: 3 hours  
High School Credit: 1  
An introductory course dealing with an understanding of scientific methods and application to the study of basic concepts of human behavior. Topics include motivation, sensory processes, perception, thinking, learning, personality, and social factors. This course serves as a prerequisite to all other courses offered by the department.

**AMERICAN HISTORY TO 1877 (HIST 255)**
College Credit: 3 hours
High School Credit: 1
General political, constitutional, social and economic development of the United States from the development of native cultures to the end of Reconstruction. Prerequisite: GE 140, HIST 200.

**AMERICAN HISTORY SINCE 1877**
College Credit: 3 hours
High School Credit: 1
Analysis of political, constitutional, social and economic growth of the United States from 1877 to present. Emphasis on industrial development, economic depressions, the two World Wars, and social movements for equality as factors in American growth and development.

**INTRODUCTION TO COMPUTING (CSC 111)**
PREREQUISITE: NONE
College Credit: 3 hours
High School Credit: 1
Introductory course for non-computer science majors about computers and how they work. Gives students hands-on experience with personal computers and productivity software. Applications covered include word processing, electronic spreadsheets, a database management system, and graphic presentation packages.

**INTRODUCTION TO COMPUTER SCIENCE (CSC 114)**
PREREQUISITE: NONE
College Credit: 3 hours
High School Credit: 1
Provides students with a basic understanding of programming practices and problem-solving skills. Concepts covered include number systems, the history and components of computers, flowcharting, pseudocode methodologies, understanding of programming practices, algorithms, test cases, and software development concepts.

**COLLEGE ALGEBRA (MAT 115)**
Fundamental algebraic ideas; equations and inequalities, functions and graphs, linear and quadratic functions, and polynomial and rational functions. Emphasizes calculator and computer use and modeling of problems.
College Credit: 3 hours
High School Credit: 1

**PRECALCULUS (MAT 118)**
College Credit: 3 hours
High School Credit: 1
Exponential and logarithmic functions, trigonometric functions, analytic trigonometry, trigonometric applications, and sequences and series. Emphasizes calculator and computer use and modeling of problems.

**INTRODUCTION TO AVIATION (AVI 100)**
PREREQUISITE: NONE
College Credit: 3 hours
High School Credit: 1
Provides an overview of aviation, and introduces the student to the many opportunities and challenges of the
aviation industry. The student will explore the history of flight from early concepts and experimentations to the beginnings of flight, early industry growth, modern jet-powered flight, and space exploration. Significant aviation events, and aviation pioneers and legends will be covered. *This class currently does not transfer to COA towards a degree program.

**INTRODUCTION TO DRONES (UAS 100)**
Prerequisite: None
College Credit: 3 hours
High School Credit: 1
This course is an overview of various available unmanned aerial systems (UAS) and their role in the aviation industry. Instruction will provide a comprehensive overview of the capabilities, requirements, and business opportunities associated with the UAS industry. It covers the background and impact of UAS, the legislation and regulatory requirements, concerns and considerations, business opportunities for civilian applications, and the future of UAS.*This class currently does not transfer to COA towards a degree program.

**BASIC AVIATION (AVI 250)**
PREREQUISITE: AVI 100
College Credit: 3 hours
High School Credit: 1
Designed as a basic study of aerodynamics, including aircraft performance, stability, control, weight and balance, and special flight conditions and configurations. Basic theories of flight, including airfoil design, drag, lift, thrust, weight and velocity as well as calculations of stall speed, drag, and basic performance criteria are covered. *This class currently does not transfer to COA towards a degree program.

**PRIVATE PILOT GROUND (FLT 100)**
College Credit: 3 Hours
High School Credit:1
This course enables students to develop the knowledge required to successfully complete the FAA knowledge examination for private pilot certification. Topics include aviation weather, airplane performance, cross-country planning and navigation, flight computers, aviation physiology, aeronautical decision-making, and Federal Air Regulations. *This class currently does not transfer to COA towards a degree program.
APPENDIX
# Future-Ready Core Course and Credit Requirements Checklist

For Ninth Graders Entering in 2012-13 and Later

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong> (4 Credits)</td>
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<td>1 Credit</td>
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<td></td>
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<td>COMPLETED</td>
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<td>1 Credit</td>
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<td>COMPLETED</td>
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<td>1 Credit</td>
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<td>COMPLETED</td>
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<tr>
<td><strong>MATHEMATICS</strong> (4 Credits)</td>
<td></td>
<td>Algebra I OR Integrated Math I</td>
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<tr>
<td></td>
<td></td>
<td>Geometry OR Integrated Math II</td>
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<td>COMPLETED</td>
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<td></td>
<td>Algebra II OR Integrated Math III**</td>
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<td>1 Credit</td>
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<td>COMPLETED</td>
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<tr>
<td><strong>SCIENCE</strong> (3 Credits)</td>
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<td>a physical science course</td>
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<td>COMPLETED</td>
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<tr>
<td></td>
<td></td>
<td>Biology</td>
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<td>COMPLETED</td>
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<tr>
<td></td>
<td></td>
<td>Earth/Environmental Science</td>
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<td>COMPLETED</td>
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<tr>
<td><strong>SOCIAL STUDIES</strong> (4 Credits)</td>
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<td>Civics and Economics</td>
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<td></td>
<td></td>
<td>COMPLETED</td>
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<tr>
<td></td>
<td></td>
<td>US History I and US History II OR AP US History***</td>
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<td></td>
<td></td>
<td>COMPLETED</td>
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<tr>
<td></td>
<td></td>
<td>World History</td>
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<td>COMPLETED</td>
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<td></td>
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<td>additional social studies course***</td>
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<td>COMPLETED</td>
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<tr>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong> (1 Credit)</td>
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<td>1 Credit</td>
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<td>COMPLETED</td>
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<tr>
<td><strong>ELECTIVES OR OTHER REQUIREMENTS</strong> (6 Credits)</td>
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<td>2 Elective credits of any combination from either:</td>
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<tr>
<td></td>
<td></td>
<td>- Career and Technical Education (CTE)</td>
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<tr>
<td></td>
<td></td>
<td>- Arts Education</td>
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<td></td>
<td></td>
<td>- Second Languages</td>
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<td></td>
<td>4 Elective credits (four course concentration) strongly recommended from one of the following:</td>
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<tr>
<td></td>
<td></td>
<td>- Career and Technical Education (CTE)</td>
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<td>- JROTC</td>
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<td></td>
<td>- Arts Education (e.g. Dance, Music, Theatre Arts, Visual Arts)</td>
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<td></td>
<td>- Any other subject area (e.g. mathematics, science, social studies, English)</td>
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<td></td>
<td>1 Credit</td>
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<td></td>
<td>COMPLETED</td>
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<td></td>
<td>1 Credit</td>
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<td>COMPLETED</td>
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<td>1 Credit</td>
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<td></td>
<td></td>
<td>1 Credit</td>
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<tr>
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<td></td>
<td>COMPLETED</td>
</tr>
<tr>
<td><strong>SECOND LANGUAGE</strong></td>
<td></td>
<td>Not required for graduation. A two credit minimum is required for admission to a university in the UNC system.</td>
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<tr>
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<td>COMPLETED</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>22 TOTAL CREDITS PLUS ANY LOCAL REQUIREMENTS</td>
</tr>
</tbody>
</table>
College Transfer Programs

A 10 10 0 Associate in Arts

CONCENTRATION OVERVIEW
The Associate in Arts Degree is designed to meet the two-year general college requirements of four-year colleges and universities.

Upon completion of this concentration, graduates will be able to transfer with junior-level status in almost any academic or pre-professional field ranging from traditional academic areas such as economics, education, psychology, and English to pre-professional areas such as medicine, law, criminal justice, pharmacy, and other business-related activities. This curriculum is also suited to students who prefer a broad education background without definite transfer plans.

Student Learning Outcomes – Upon completion of the program, students will:
1. Write effective documents that are unified, coherent, well developed, and which adhere to standard grammar and mechanics.
2. Deliver oral presentations that are unified, coherent, well developed, and which adhere to standard grammar. In addition, students will demonstrate proficiency in components of delivery which may include eye contact, posture/speaking language, volume, articulation, and use of time.
3. Demonstrate an understanding of basic computer terminology and file management. In addition, students will demonstrate working knowledge of applications which may include: email, web browser, word processor, spreadsheet, and presentation software.
4. Perform basic arithmetic and algebraic computations. In addition, students will apply these skills in problem solving and in the interpretation of quantitative data.
5. Locate, evaluate, and utilize information using a variety of print and electronic sources.

Partnership: College of The Albemarle has articulation agreements with certain universities for students transferring into specific programs of study. Students can complete the first two years of that specific baccalaureate degree at College of The Albemarle. Check with advisors and the COA website for more information.

ECSU: The Pharmaceutical Science Concentration in Clinical Science
The Pharmaceutical Science Concentration in Biotechnology
Elementary Education

Continue to next page for Curriculum Guide
# A 10 10 0 Associate in Arts – First Year

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>COREQUISITES</th>
<th>PREREQUISITES</th>
<th>CREDITS</th>
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<tr>
<td></td>
<td><strong>STUDENT SUCCESS</strong></td>
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<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
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<tr>
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<td><strong>COMPOSITION</strong></td>
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<td></td>
<td>ENG 090 and RED 090, or ENG 095, or DRE 099, or appropriate placement.</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<tr>
<td>ENG 112</td>
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<td>MAT 143 – 3 credit hrs (DMA 010-050 and DRE 098), MAT 152 – 4 credit hrs (DMA 010-050 and DRE 098), or MAT 171 – 4 credit hrs (DMA 010-080)</td>
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### Associate in Arts – Second Year

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<td>Students may substitute any foreign language course coded as GEN ED: Humanities/Fine Arts in the Comprehensive Articulation Agreement (CAA).</td>
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<td>SPA 111</td>
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<td>Select 1 course from:</td>
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<td>Select at least four additional credit hours from the College of The Albemarle (CAA) list of Comprehensive Articulation Agreement (CAA) courses, coded either as Universal General Education Transfer Course (UGTEC) or as General Education (GEN ED).</td>
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<td>Select 2-3 credit hours from:</td>
<td>HIA 110 – 3 credit hrs (DRE 098), PED 110 – 2 credit hrs (none), or two 1 credit hour PED activity courses (Level I and Beginning activity courses have no prereq; Level 2 and Intermediate activity courses have prereq of the corresponding Level 1 or Beginning activity courses.)</td>
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<td>Select 7-9 additional credit hours from the College of The Albemarle (CAA) list of Comprehensive Articulation Agreement (CAA) courses. (Number of hours of additional coursework needed is based upon course choices made in the first year mathematics course, in other general education hours, and in the health/wellness choice.) Courses should be chosen based upon requirements for student's intended major at the receiving four year institution.</td>
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**TOTAL SEMESTER HOURS REQUIRED FOR ASSOCIATE DEGREE** 60-62
College Transfer Programs

A 10 50 0  Associate in Engineering

CONCENTRATION OVERVIEW
The Associate in Engineering (AE) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The degree plan includes required general education and prerequisite courses that are acceptable to all state funded Bachelor of Engineering programs. Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Associate in Engineering graduates may then apply to any of these programs without taking additional and sometimes duplicative courses. Admission to Engineering programs is highly competitive and admission is not guaranteed.

To be eligible for the transfer of credits under the AE to the Bachelor of Science in Engineering Articulation Agreement, community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.5 on a 4.0 scale.

Student Learning Outcomes – Upon completion of the program, students will:

1. Write effective documents that are unified, coherent, well developed, and which adhere to standard grammar and mechanics.
2. Deliver oral presentations that are unified, coherent, well developed, and which adhere to standard grammar. In addition, students will demonstrate proficiency in components of delivery which may include eye contact, posture/body language, volume, articulation, and use of time.
3. Demonstrate an understanding of basic computer terminology and file management. In addition, students will demonstrate working knowledge of applications which may include: email, web browser, word processor, spreadsheet, and presentation software.
4. Perform basic arithmetic and algebraic computations. In addition, students will apply these skills in problem solving and in the interpretation of quantitative data.
5. Locate, evaluate, and utilize information using a variety of print and electronic sources.

Partnership:  N/A

Continue to next page for Curriculum Guide
**A 10 50 0  Associate in Engineering**

**Universal General Education Transfer Component**

<table>
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<tr>
<th>COURSE NUMBER</th>
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<td>College Transfer Success</td>
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<td><strong>COMPOSITION</strong></td>
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<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td>ENG 090 and RED 090, or ENG 095, or DRE 098, or appropriate placement.</td>
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<td>Writing/Research in the Disciplines</td>
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College Transfer Programs

A 10 40 0 Associate in Science

CONCENTRATION OVERVIEW
The Associate in Science Degree is designed to meet the two-year general college requirement of four-year colleges and universities. The curriculum has a heavy concentration in mathematics and science areas to allow College of The Albemarle students, after two years of study, to transfer with junior-level status. This curriculum is suited to students who want to pursue a four-year degree in areas of study such as computer science, engineering, mathematics, the sciences or professional programs that require strong mathematics and science backgrounds.

Upon completion of this concentration, graduates will be able to analyze and solve quantitative problems, reason logically from hypothesis to conclusion, apply mathematics techniques in scientific problem solving, and use laboratory technology, equipment, and techniques critically and safely to investigate scientific problems using proper scientific methods.

Student Learning Outcomes – Upon completion of the program, students will:
1. Write effective documents that are unified, coherent, well developed, and which adhere to standard grammar and mechanics.
2. Deliver oral presentations that are unified, coherent, well developed, and which adhere to standard grammar. In addition, students will demonstrate proficiency in components of delivery which may include eye contact, posture/body language, volume, articulation, and use of time.
3. Demonstrate an understanding of basic computer terminology and file management. In addition, students will demonstrate working knowledge of applications which may include: email, web browser, word processor, spreadsheet, and presentation software.
4. Perform basic arithmetic and algebraic computations. In addition, students will apply these skills in problem solving and in the interpretation of quantitative data.
5. Locate, evaluate, and utilize information using a variety of print and electronic sources.

Partnership: College of The Albemarle has articulation agreements with certain universities for students transferring into specific programs of study. Students can complete the first two years of that specific baccalaureate degree at College of The Albemarle. Students should check with their advisor and the COA web site for more information. Current articulation agreements for the Associate in Science Degree include:

ECSU:
Engineering Technology
Concentration in Pre-Middle Grades Education

Continue to next page for Curriculum Guide
### A 10 40 0  Associate in Science – First Year

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<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
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<td>MAT 171 (DME 010-050), MAT 172 (MAT 171, with a grade of C or higher), MAT 263 (MAT 171, with a grade of C or higher), MAT 271 (MAT 172, with a grade of C or higher), or MAT 272 (MAT 271)</td>
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A 10 40 0  Associate in Science – Second Year

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<td>Varies – preqs in parentheses</td>
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<td>COMPUTER SCIENCE</td>
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<tr>
<td>Select 1 course from: CIS 110 (DRE 096 and DMA 010-050), or CIS 115 (DMA 010-040)</td>
<td>Varies – preqs in parentheses</td>
<td>3</td>
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<tr>
<td>MATHEMATICS/NATURAL SCIENCES</td>
<td>8</td>
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<tr>
<td>Select 2 courses from: MAT 172 (MAT 171, with a grade of C or higher), MAT 263 (MAT 171, with a grade of C or higher), MAT 271 (MAT 172, with a grade of C or higher), MAT 272 (MAT 271, with a grade of C or higher), MAT 273 (MAT 272, with a grade of C or higher), BIO 111 (DRE 096 and DMA 010-093), BIO 112 (DRE 096), CHM 151 (DRE 010-090), and CHM 152 (CHM 151), PHYS 151 (MAT 171), PHYS 251 (MAT 271 and Coreq MAT 272), or PHYS 252 (MAT 272 and PHYS 251)</td>
<td>Varies – preqs in parentheses</td>
<td>8</td>
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<tr>
<td>HEALTH/WELLNESS</td>
<td>2-3</td>
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<tr>
<td>Select 2-3 credit hours from: HEA 110 – 3 credit hrs (DRE 096), PED 110 – 2 credit hrs (none), or two 1 credit hour PED activity courses (Level 1 and Beginning activity courses have no preqs; Level 2 and intermediate activity courses have preqs of the corresponding Level 1 or Beginning activity courses.)</td>
<td>Varies – preqs in parentheses</td>
<td>2-3</td>
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<tr>
<td>OTHER REQUIRED MATHEMATICS/SCIENCES</td>
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<tr>
<td>Select 1 course from: MAT 172 (MAT 171, with a grade of C or higher), MAT 263 (MAT 171, with a grade of C or higher), MAT 271 (MAT 172, with a grade of C or higher), MAT 272 (MAT 271, with a grade of C or higher), MAT 273 (MAT 272, with a grade of C or higher), BIO 111 (DRE 096 and DMA 010-093), BIO 112 (DRE 096), BIO 125 (DRE 098 and BIO 090 or one unit of HS Biology), BIO 168 (DRE 098 and DMA 010-090 and BIO 090 or one unit of HS Biology, and CHM 090 or one unit of HS Chemistry), BIO 168 (BIO 168), BIO 275 (BIO 111 or BIO 163 or BIO 168), and BIO 090 (CHM 090 or one unit of HS Chemistry), CHM 151 (DRE 010-090), and CHM 152 (CHM 151), PHYS 151 (MAT 171), PHYS 251 (MAT 271 and Coreq MAT 272), or PHYS 252 (MAT 272 and PHYS 251)</td>
<td>Varies – preqs in parentheses</td>
<td>4</td>
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<tr>
<td>ADDITIONAL COURSEWORK</td>
<td>5-6</td>
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<tr>
<td>Select 5-6 additional credit hours from the College of the Albemarle (COA) list of Comprehensive Articulation Agreement (CAA) courses. (Number of hours of additional coursework needed is based upon course choices made in the health/wellness choices.) If a student plans to major in Engineering, he or she is strongly encouraged to take EGR 150 (none) &amp; EGR 220 (PHY 251 &amp; Coreq MAT 272)</td>
<td>Varies</td>
<td>5-6</td>
<td></td>
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<tr>
<td>TOTAL SEMESTER HOURS REQUIRED FOR ASSOCIATE DEGREE</td>
<td>60-62</td>
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76