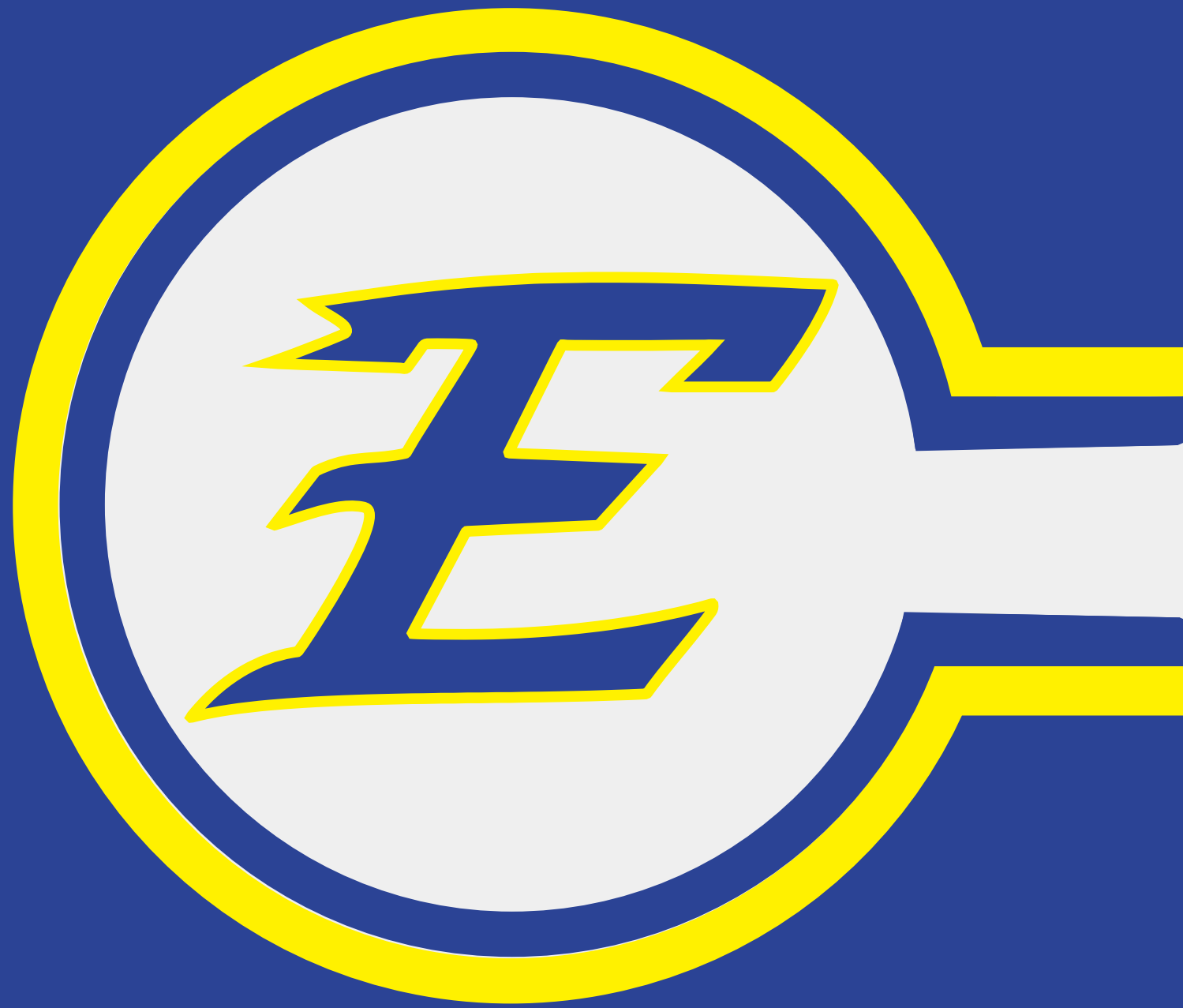
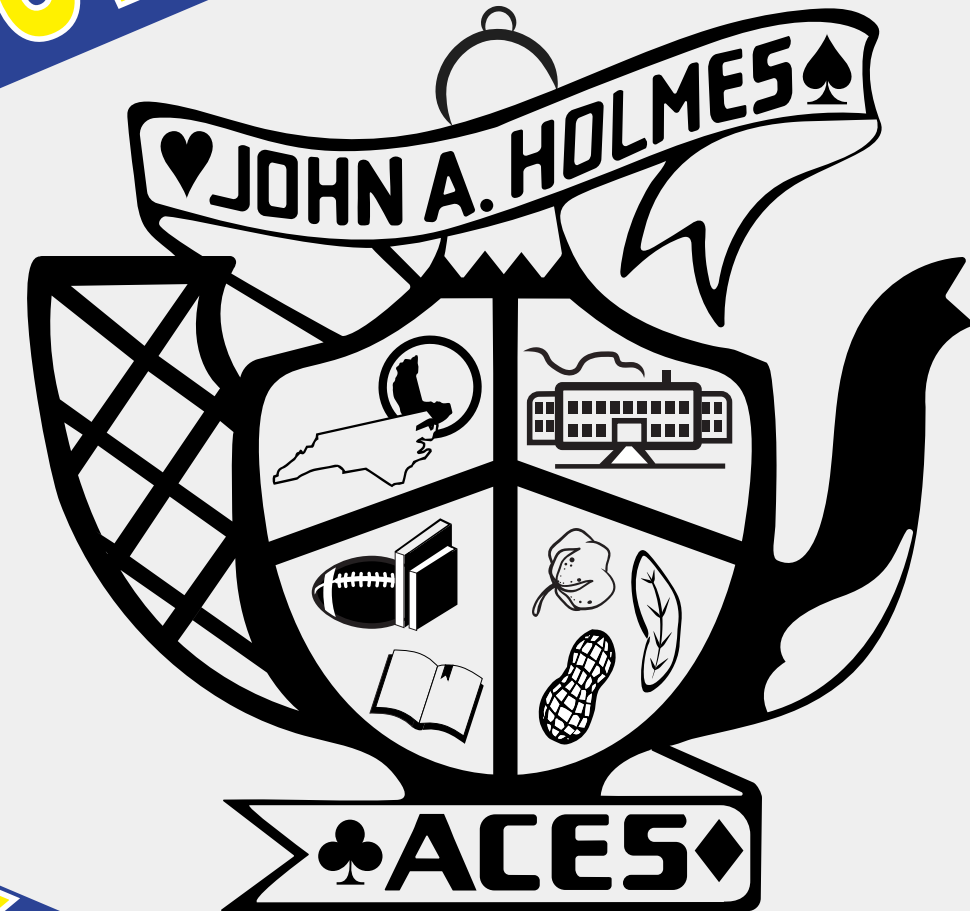


ACIES



PROGRAM



OF STUDIES

2017 - 2018



## EDENTON-CHOWAN SCHOOLS

OFFICE OF THE SUPERINTENDENT

Post Office Box 206, Edenton, NC 27932

Telephone: (252) 482-4436 Fax: (252)482-7309

Dear Parents and Students:

Welcome to the 2017-2018 school year! A new school year presents opportunities for various beginnings—new classes, new faces, new materials, and new opportunities to be involved in school life. The approach of opening day of a new school year brings with it the excitement of making new plans, designing new strategies, and implementing new ideas. There is a special kind of joy and satisfaction in anticipating and planning for all of the possibilities and promise the year holds.

We are proud of all we achieved at John A. Holmes High School—in our classrooms, in the community, and on our playing fields and stages. Our school staff is composed of dedicated professionals who have a common goal—to do what is best for students. We will continue building on our rich tradition of success by concentrating on the processes that spur continuing advancement: evaluating what we have, determining what we can do to improve, and identifying what we need to make those improvements.

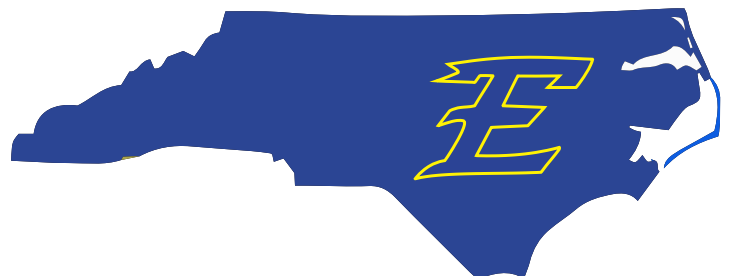
Our school system is proud of the academic, artistic, and athletic opportunities afforded students, and we encourage you to take full advantage of these opportunities during your high school years. The expectation is that all students fulfill their potential by participating in rigorous courses, developing higher level thinking skills, and exploring career choices. It is the goal of Edenton-Chowan Schools that these expectations will establish the preparation necessary to meet requirements in order for students to experience success and to meet global standards of competition beyond high school. Please review all course information carefully.

Students should collaborate first with parents, and then with teachers and counselors when making the course selections that best meet their present needs and future options. I encourage you to use the four-year planner found in this document to ensure that you are on course for promotion and graduation. Utilize this Program of Studies to take advantage of the challenging offerings available. I wish for you a great school year and a beneficial high school career. Your future begins here.

It is an honor to serve your family. We look forward to making 2017-2018 our best year yet!

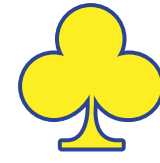
Sincerely,

Dr. Rob Jackson  
Superintendent





# CONTENTS



## Program Of Studies

Academic Difficulty of Courses.....	10
Academies.....	17
Advanced Placement Courses.....	11
AIG Students.....	11
Assignment of Home School Credit.....	15
Attendance.....	14
Attendance for Extra-curricular Activities.....	14
Attendance Recovery.....	14
Awards and Scholarships.....	11
Career and College Promise.....	14
Career and Technical Honors Graduate.....	13
Changing or Dropping Courses.....	14
Classification/Promotion Standards.....	8
Clubs and Organizations.....	9
College Credit.....	14
College Visits.....	14
Courses for Credit.....	7
Course Listings.....	16
Course Sequences.....	16
Credit by Demonstrated Mastery.....	7
Credit Recovery.....	15
Distance Learning and Online Classes.....	13
Driver's Education.....	9
Fifth-Year Seniors and Returning Students.....	8
Fine Arts Scholar.....	13
Future Ready Core Curriculum/Future Ready Occupational Prep Curriculum.....	6
Graduation Requirements.....	6
Guidance and Counseling Services.....	16
Guidelines in Awarding High School Credit for Home School Courses.....	15
High School Courses Taken at Middle School.....	7
High School End of Course Tests.....	10
Holmes Scholar.....	13
Honors Course.....	11
Honor Graduate.....	13
Honor Roll.....	11
JAHHS Graduation Requirements Checklist.....	27
JAHHS Occupational Course of Study Graduation Requirements Checklist.....	26
Marshals.....	11
Mid-Year Graduation for Seniors.....	10
NC High School to Community College Articulation Agreement.....	14
North Carolina Scholar Endorsements.....	12

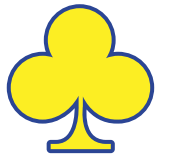
## Parent Information

1:1 Learning Initiative.....	5
Annual Notification.....	4
Opportunities to Withhold Consent.....	4
Parental Permission Required.....	5

### Stay Informed



# CONTENTS



## Program Of Studies

(continued)

Private Colleges/Universities.....	41
Requirements for a High School Certificate of Achievement/Graduation Certificate.....	8
Requirements for Honors Courses.....	11
Re-taking Courses When Credit Has Been Earned Previously.....	15
Re-taking Courses When No Credit Has Been Earned.....	15
Scholars Opportunities.....	12
Senior Service Learning Graduation Project.....	8
Summer School Classes.....	13
Transfer Credit.....	15
Transfer Credit Guidelines.....	15
UNC Requirements.....	11
Weighting of Grades and Class Rank.....	10

## Course Listings

ACT WorkKeys.....	44
Agriculture.....	45
Army JROTC.....	41
Band.....	38
Business, Finance, and Information Technology & Marketing and Entrepreneurship.....	46
Career and Technical Education.....	43
CTE Advanced Studies.....	52
CTE Credentials and Certifications Available.....	44
English.....	29
Family and Consumer Science.....	48
Fine Arts.....	38
Health and PE.....	36
Math.....	31
Occupational Course of Study.....	23
Occupational Preparation.....	24
Science.....	35
Social Studies.....	33
Technology, Engineering, and Design.....	50
Theater Arts.....	39
Trade and Industrial Education.....	51
Visual Arts.....	40
Vocal Music.....	39
WorkReadyCommunity.....	43
World Languages.....	37

## Athletics

Eligibility.....	53
Sports Offered at JAH.....	54





# PARENT INFORMATION

The Board recognizes the critical role of parents in the education of their children. Parents are encouraged to become familiar with programs designed by schools for parental involvement and to actively participate. Each school will develop a parental involvement plan, which includes, at a minimum, the Board directives below. This policy applies to the parents, legal guardians, and legal custodians of students who are under the age of 18.

## Annual Notification

Parents will be notified annually of the following:

- parental rights related to student records and surveys;
- grading practices that will be followed at the school and, in the high schools, the means for computing the grade point averages that will be used for determining class rank (Policy 3610, Class Rankings);
- a description of curriculum being offered;
- code of student conduct and school standards and rules;
- any student performance standards of the board and school district;
- the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used and the consequences thereof, and whether each test is required by the State Board of Education or by the local board;
- grievance procedure;
- permissible use of seclusion and restraint in the schools;
- for parents of students in grades five through twelve, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are treated, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents may obtain additional information and vaccines for their children;
- information about meningococcal meningitis and influenza, including the causes, symptoms, vaccines, how the diseases are spread and places parents may obtain additional information and vaccines for their children;
- a report containing information about the school system and each school, including, but not limited to:
  - a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
  - b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
  - c. the percentage and number of students who are: i. assessed, ii. assessed using alternate assessments, iii. involved in preschool and accelerated coursework programs, and iv. English learners achieving proficiency;
  - d. the per pupil expenditures of federal, state, and local funds; and
  - e. teacher qualifications.
- the grade awarded to the school on the most recent annual report card issued for it by the State Board of Education if the school received a grade of D or F;
- supportive services available to students, including guidance, counseling and health services;
- the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use;
- the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child;
- the district's non-discrimination policy.



# PARENT INFORMATION

## Opportunities to Withhold Consent

As a part of the annual notification described above, parents will be effectively notified that consent may be withheld for the following:

- the release of student directory information about his or her child for school purposes or to outside organizations;
- a student's participation in curriculum related to:
  - (1) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome(AIDS),
  - (2) the avoidance of out-of-wedlock pregnancy,
  - (3) abstinence until marriage, or
  - (4) comprehensive sex education.A copy of materials that will be used in these curricula will be available at the school. To meet any review periods required by law, materials also may be made available for review in the central office;
- a student's use of guidance programs for individual counseling, small group counseling related to addressing specific problems, or referral to community resources on issues of a private nature. Neither parental notification nor permission is required for large group sessions, initial consultations intended to identify the student's needs or counseling where child abuse or neglect is suspected. Any parent or legal guardian wishing to withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or an activity is presumed. After the annual notification, the school is not required to provide further notice to the parent as to the manner in which student directory information is used, the curriculum that is provided, or the guidance programs that are made available.

## Parental Permission Required

**Written parental permission is required prior to the following activities:**

- medicines administered to students by employees of the school district;
  - any release of student records that are not considered directory information unless the release is allowed or required by law;
  - off campus trips; and
  - participation in high impact or high risk sports or extracurricular activities, such as football or mountain climbing;
  - surveys concerning protected topics that are funded by the U.S. Department of Education.
- The complete policy (2130) concerning Parental Involvement can be found in the Board of Education Policy Manual on [www.ecps.k12.nc.us](http://www.ecps.k12.nc.us).

## 1:1 Learning Initiative

Students at John A. Holmes High School are provided a Chrome Book as part of their academic program. Through monies provided by the Edenton-Chowan Board of Education, students in grades 6-12 have received Chrome Books for their daily instruction and home use. The goal is to remove the digital divide and provide students with the opportunity to have 24/7 access to the latest technology to improve and enhance their instructional resources. Fostering a community of collaborative learners with students and teachers, the use of the Chrome Books allows each student to personalize learning and foster digital citizenship.

## Stay Informed

The Edenton-Chowan Public Schools website is designed to keep parents informed. For general information such as parent resources, lunch menus, calendars and school closings, log on to: [www.ecps.k12.nc.us](http://www.ecps.k12.nc.us).





# PROGRAM OF STUDIES

## Future Ready Core Curriculum / Future Ready Occupational Prep Curriculum

As students enter John A. Holmes High School they begin preparing for life beyond graduation whether that means pursuing further education or starting a career. Choices students make in high school affect opportunities available to them after they graduate, so the high school curriculum focuses on academic rigor and personalizes the high school experience for each student.

New graduation requirements are assigned by the year a student enters the ninth grade for the first time. It is imperative that parents and students know and understand the graduation requirements associated with that class of students.

Every North Carolina high school student must:

- meet the course and credit requirements based on when they entered high school as a ninth grader for the first time (see course/credit requirements table)
- successfully complete Cardiopulmonary Resuscitation (CPR) training, and
- meet any additional requirements adopted by the local board of education

There are two courses of study that students will follow to meet graduation requirements, Future Ready Core Curriculum and Future Ready Occupational Prep Curriculum.

The new graduation requirements of Future Ready Core Curriculum include an increase in the level of math proficiency and an increase in the number of required courses. A detailed outline of graduation course requirements can be found on pages 27 - 28.

Future Ready Occupational Prep Curriculum is the course of study a student with specific learning disabilities may complete to graduate with a high school diploma in North Carolina. The Occupational Course of Study is intended to meet the needs of a small group of students with disabilities who require a greatly modified curriculum that focuses on post-school employment and independent living.

### Graduation Requirements

Students must meet the following requirements to graduate from John A Holmes High School:

- 1) Earn 28 Course Credits
- 2) Successfully complete the John A Holmes High School Graduation Requirements checklist as listed on Page 27 & 28

All courses are one semester long (18 weeks), meet for one period a day, and receive one unit of credit unless otherwise indicated. Unless noted, courses may not be repeated for additional credit. All courses in this catalog are open to all students regardless of gender, race, color, national origin, religion, or handicapping conditions. Ordinarily, a student may not earn more than eight units of credit during the regular school year, however students dually enrolled in community college courses through the Career and College Promise (CCP) Program may earn up to twelve units of credit per year.

In order to receive high school credit for an approved on-line course, students must register for the course through their counselor and take the course under the supervision of a John A. Holmes High School distance learning facilitator.



## Courses for Credit

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day, must follow content guidelines in the locally developed North Carolina Standard Course of Study and Advanced Placement curriculum pacing guides.

Courses taken to complete high school graduation requirements are allowed via the Career and College Promise (CCP) Program; however, if the high school course requires an End-of-Course test, that test must be taken in order to get credit for the course. The superintendent may grant a waiver to allow students to take courses not listed in the CCP Program at the public university, community college, or private college, if these courses are not available to the student at John A. Holmes High School.

## Credit by Demonstrated Mastery

Section 8 of the State Board of Education Policy CCRE-001 provides a course for credit policy. Credit by Demonstrated Mastery (CDM) is the process by which school systems shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the End-of-Course exam where applicable, or a final exam (provided by the state or developed locally) and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. School systems may require additional requirements, such as performance tasks.

Students who demonstrate mastery, through the process as determined and allowed by the NC Department of Public Instruction, shall receive credit for the course toward graduation requirements. Credit shall be indicated on the student's transcript as a course with a grade of Pass. The school shall not grant a numeric or letter grade for the course and shall not include the grade in the student's grade point average (GPA) calculation.

The following courses are excluded from Credit by Demonstrated Mastery:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as ServSafe, Early Childhood Education I / II and Nursing Fundamentals
- CTE Advanced Studies courses
- English Language Learner (ELL) courses
- Healthful Living courses
- Advanced Placement courses
- Occupational Course of Study (OCS) Occupational Preparation I, II, III, and IV courses.

Middle school students may participate in the CDM Process for those high school courses which may be taught in middle school.

## High School Courses Taken at the Middle School

Students in grades 6-8 who pass courses that are described in and aligned to the North Carolina Standard Course of Study for grades 9-12 may use the course(s) to meet high school graduation requirements. Such course(s) shall count toward meeting graduation requirements and the number of credits required to graduate, and shall appear on the high school transcript. These courses shall not be included in the calculation of student's high school Grade Point Average (GPA). Student GPA shall be computed only with courses taken during the high school years. Students transferring to Edenton-Chowan Schools from an out-of-state middle school with high school credit listed on their transcripts will be given credit for the high school courses meeting NC graduation requirements and NC State Board of Education Policy.



# CLASSIFICATION / PROMOTION STANDARDS

## PROMOTION REQUIREMENTS (FUTURE READY CORE STUDENTS):

Promotion to Grade 9	Promoted from Grade 8	Credit Must Include:
Promotion to Grade 10	6 Credits including Math 1 and English 1	English I, NC Math I
Promotion to Grade 11	13 Credits	English I & II, NC Math I, One Science, One Social Studies
Promotion to Grade 12	20 Credits	English I, II, & III, Two Maths, Two Sciences, Two Social Studies

**JAHHS DIPLOMA: 28 CREDITS**

### Requirements for a High School Certificate of Achievement/Graduation Certificate

Students who have completed all graduation requirements of the Occupational Course of Study except the competitive hours of employment may exit school with a Certificate of Achievement and transcript. Upon completion of the competitive hours of employment requirements, the student would then receive a High School Diploma.

Students in the Exceptional Children's Program as defined by G.S. 115C-109 (excluding gifted or pregnant) who do not meet the requirements for a high school diploma will receive a graduation certificate and shall be allowed to participate in graduation exercises if they have successfully completed 22 course units by general subject area (4 English, 3 Math, 2 Science, 2 Social Studies, 1 Health and Physical Education, 6 local electives and 4 Career and Technical Education electives) under paragraph (e) of this Rule.

### Senior Service Learning Graduation Project

All students at John A. Holmes High School will be required to complete a service learning project which will take place over the course of all four years. Students will need to complete at least 30 volunteer hours as part of the project. The other guidelines for the project can be found on our website: [www.ecps.k12.nc.us](http://www.ecps.k12.nc.us), Schools, John A. Holmes High School, Parents & Students, Graduation Project.

### Fifth-Year Seniors and Returning Students

A student who has completed four years of high school, but has not completed the required number of courses for a certificate or a diploma, may return to high school as a full-time student up to the age of twenty-one (21). A fifth-year senior will have the same maximum potential as a fourth-year senior taking the normal course load each year. The principal must approve any exceptions. Any student who has received a certificate may return to high school for a diploma as described above. A fifth-year senior may take a modified schedule of less than four classes.

Students who have completed all graduation requirements of the Occupational Course of Study, except the hours of employment requirement, may choose not to exit high school and instead return in the fall semester to complete the competitive hours of employment requirement with the assistance of school personnel. This option is available to students who have not yet reached their 22nd birthday.





## Driver's Education

Edenton-Chowan Schools contracts Driver's Education courses through the NC Driving School. New classes are formed each fall, spring and summer. To be eligible, students must be 14 1/2 years old prior to beginning the class. Students must also be in good academic standing. Sign up is on a first come, first served basis. At the conclusion of both the classroom portion and the driving portion of Driver's Education, students are then permitted to apply for a driving license with the state. More information is available by contacting the school or by visiting <http://ncdrivingschool.com/>.

## Clubs and Organizations

FBLA - Future Business Leaders of America

FCA - Fellowship of Christian Athletes

FCCLA - Family, Career and Community Leaders of America

FFA- Future Farmers of America

Friends of Rachel Club

History Club

HOSA - Health Occupations Students of America

Hydrilla Gorillas

JROTC Leadership/ Activities Club

Key Club

LEO Club

Modern Music Masters

NAHS - National Art Honor Society

National Honor Society

Peer Tutoring Club

Project Purple

Quiz Bowl

SGA- Student Government Association

SkillsUSA

Special Olympics Buddy Club

Yearbook



### Mid-Year Graduation for Seniors

Students may be eligible to complete graduation requirements by the end of the first term of the senior year under the following conditions:

- Student must have a clear academic plan.
- Plan must be reviewed and approved by school guidance counselors.
- Student will not be eligible to participate in any year-round extracurricular appointments or offices.
- Student will not be eligible to participate in any extracurricular activities during the second term excluding the Senior Prom and Graduation.
- Diploma will be awarded in June.
- Any exceptions will be determined on an individual basis with the approval of the counselor, principal, and superintendent or designee.

### High School End-of-Course Tests

The NC Math I, English II, and Biology End-of-Course (EOC) test results, as well as CTE Assessments and NC Final Exam test results will count as 25 percent of a student’s final grade. Students may not withdraw from a course that has an End-of-Course (EOC) test or NC Final Exam after the first 5 days of instruction. Students who score a Level III, IV, or V on an End-of-Course test and/or its alternate assessments, but fail to earn credit for the course, will have the option to retake the test at the conclusion of retaking the course if the student/parent requests the opportunity. This option is available to provide students an opportunity to demonstrate the new knowledge and skills learned. This affects only students who previously FAILED a course AND scored Level III, IV or V on the test.

### Academic Difficulty of Courses

Courses are taught at different levels of academic difficulty. Recommendations are made by subject area teachers for students prior to registration.

**Traditional Course** - content, pace, and academic rigor follow the North Carolina Standard Course of Study guidelines with content enrichment where appropriate.

**Honors Course** - content, pace, and academic rigor place high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study Guidelines. These courses demand greater independence and responsibility. Honors Courses or higher are suggested for competitive college admission. Advanced Placement and Career and College Promise (CCP) Course - content, pace, and academic rigor are college-level courses.

### Weighting of Grades and Class Rank

A system of weighting courses is used when determining class rank. This system indicates the degree of difficulty of the courses. Beginning with the 9th grade class of 2015-2016, class rank will be calculated with the PowerSchool computer system using grade point averages based on a 4.0 weighted scale as follows:

CLASS OF 2017 & 2018					CLASS OF 2019 & BEYOND				
Letter Grade	Numeric Grade	Traditional	Honors	AP & Dual Enrollment	Letter Grade	Numeric Grade	Traditional	Honors	AP & Dual Enrollment
A	100 - 90	4.000	5.000	6.000	A	100 - 90	4.000	4.500	5.000
B	89 - 80	3.500	4.500	5.500	B	89 - 80	3.500	4.000	4.500
C	79 - 70	2.500	2.500	3.500	C	79 - 70	2.500	2.000	2.500
D	69 - 60	1.500	2.500	3.500	D	69	1.500	2.000	2.500
F	0-59	0.000	0.000	0.000	F	0-59	0.000	0.000	0.000

A grade of P or F in a Pass/Fail course will not be computed in the grade point average or the student ranking process.



## AIG Students

It is recommended that academically talented students take honors courses throughout their freshman and sophomore years and begin taking Advanced Placement (AP) or Career and College Promise (CCP) courses when feasible.

## Honors Courses

If a student fails to meet the required for honors courses listed below, the parent and student must sign a school developed contract stating they understand the academic requirements for the honors course in which he/she is enrolling. Students enrolling in an honors level course must understand and be prepared to meet these higher academics standards.

## Requirements for Honors Courses

When determining placement for an honors course, the following guidelines will be used by teachers:

- \* If the previous or prerequisite course taken was for honors credit, a student earning an A or a B will be recommended for enrollment in the next honors course.
- \* If the previous or prerequisite course taken was for traditional credit, a student earning an A will be recommended for enrollment in the next honors course.
- \* Students wishing for enrollment in an honors course who do not meet these guidelines will need to meet with guidance counselors on an individual basis.

## Advanced Placement (AP) Courses

AP courses are college-level courses that follow curricula determined by The College Board. Course content, pace, and academic rigor are geared to prepare students to take the AP test. Over 1,200 colleges and universities in the nation offer college credit to students who score at certain levels on the individual AP examinations. Students enrolling in AP courses should be prepared to devote adequate time to college-level homework, reading, and independent study. Because AP courses carry extra quality points, students are expected to take the AP exam for each course in which they are enrolled. Should a student elect not to take the AP exam, extra quality points will not be awarded. The AP exams are given in the spring semester.

## UNC Requirements

The University of North Carolina is a multi-campus university composed of 16 public senior institutions of higher learning. Each campus is unique in its program offerings, admission requirements, student body make-up, campus life, and historical background. A wide variety of information on the UNC System can be found at <https://www.northcarolina.unc.edu>. This site also includes links to each of the 16 universities. Another useful website for college information is [www.cfnc.org](http://www.cfnc.org).

## Private Colleges/Universities

Requirements for private colleges vary considerably. A student considering a private college should work closely with his or her counselor.

## Awards and Scholarships

Scholarship and award opportunities are advertised by the guidance department. Please sign up to be on your guidance counselor's email list for newsletters and other notifications of opportunities.

## Honor Roll

Students will be placed on the Honor Roll each grading period as follows:

Principal's List - Students must earn at least a 90 average in each and every class for the 9 weeks grading period.

Honor Roll List - Students must earn at least an 80 average in each and every class for the 9 weeks grading period.

## Marshals

At the end of the 3rd nine weeks of the junior year, ten juniors are named marshals to assist the senior class with graduation activities. The marshals are the top ten students on the weighted class rank. Should two or more students tie for the tenth position, they all are named as marshals. Students on academic probation are ineligible to serve as marshals. Positions vacated will be filled according to class rank.



## Scholar Endorsement Opportunities

### North Carolina Academic Scholar Endorsements

You must complete the following courses while obtaining an overall four-year 3.5 unweighted GPA. GPAs are not rounded up.

- a) The student shall complete the Future-Ready Core mathematics sequence of NC Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Course Requirements that include a mathematics course with either NC Math III, Algebra II, or Integrated Mathematics III as a prerequisite.
- b) The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either Physics or Chemistry.
- c) The student shall complete four units of social studies including World History, American History: Founding Principles, Civics and Economics, American History I and American History II.
- d) The student shall complete two units of a world language (other than English).
- e) The student shall complete four elective credits in any one subject area, such as Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area.
- f) The student shall have completed at least three higher-level courses during junior and/or senior years which carry quality points such as Advanced Placement, International Baccalaureate or Dual Enrollment courses; Advanced CTE and CTE credentialing courses; honors level courses, or Project Lead the Way courses.
- g) The student shall earn an unweighted grade point average of at least 3.50.

### Career Endorsement

- a) Except as limited by N.C.G.S. §115C-81(b), the student shall complete the Future Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, NC Math I, II, III or Integrated Math I, II, III and a fourth mathematics course aligned with the student's post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including applied math courses found in the Career and Technical Education (CTE) domain.
- b) The student shall complete a CTE concentration in one of the approved CTE Cluster areas (<http://www.ncpublicschools.org/cte/curriculum/>):
  - Agriculture, Food and Natural Resources
  - Arts, A/V Technology and Communications
  - Education and Training
  - Government and Public Administration
  - Hospitality and Tourism
  - Information Technology
  - Manufacturing
  - Science, Technology, Engineering and Mathematics
  - Architecture and Construction
  - Business, Management and Administration
  - Finance
  - Health Science
  - Human Services
  - Law, Public Safety, Corrections and Security
  - Marketing, Sales and Service
  - Transportation, Distribution and Logistics
- c) The student shall earn an unweighted grade point average of at least 2.6.
- d) The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments OR another appropriate industry credential/certification.

### College Endorsement

- a) The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, NC Math I, II, III or Integrated NC Math I, II, III; and a fourth mathematics course aligned with the student's post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the North Carolina Community College System's Multiple Measures Placement policy.
- b) The student shall earn an unweighted grade point average of at least 2.6.





### College/UNC Endorsement

- a) The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, NC Math I, II, III or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Algebra II, NC Math III or Integrated Mathematics III as a pre-requisite;
- b) The student shall complete three units of science including at least one physical science with a lab, one life science and one additional science course; (Note: NC’s physical science course counts towards this requirement).
- c) The student shall complete U.S. History or equivalent coursework;
- d) The student shall complete two units of a world language (other than English);
- e) Students shall earn a weighted grade point average of at least 2.5.

### Holmes Scholar

You must complete the following courses while obtaining an overall four-year 3.5 unweighted GPA. At least 4 courses must be AP.

Units	Program Areas
4	English*
4	Math*
4	Science*
4	Social Studies*
2	Foreign Language (2 units of the same language)
1	Health/Physical Education
9	Electives
28	Total Units required

\*Must be Honors, AP, or COA

### Fine Arts Scholar

The Fine Arts Scholar Program encourages students to excel in academic and fine arts education. The Fine Arts Department Chairperson will be responsible for certifying students as Fine Arts Scholars.

Must include:

- Same as North Carolina Scholar
- Upper Level Fine Arts course during senior year
- “A” average in Fine Arts

### Honor Graduate

Students who have an overall unweighted grade point average of at least 3.25 and a minimum of 14 advanced credits by the end of the 3rd nine weeks of their senior year are honor graduates. GPAs are not rounded. These students will be presented honor cords to wear during the graduation ceremonies.

### Career and Technical Honors Graduate

You must complete the requirements for a completed career cluster while obtaining an overall four-year 2.63 unweighted GPA.

### Summer School Classes

Summer Credit Recovery classes are offered at John A. Holmes High School. High school students who have failed to successfully complete the number of units in select core courses required for promotion to the next grade level or for graduation are eligible for summer school. The exact courses to be taught will depend upon student need.

### Distance Learning and Online Courses

John A. Holmes High School offers online courses through NC Virtual Public School (NCVPS), College of The Albemarle (COA), the North Carolina School of Science and Mathematics (NCSSM), and other providers. Courses can be taken online during the instructional day, as well as during the summer for high school credit. Courses taken during the summer will count in the student’s overall GPA. Online courses are rigorous academic classes which require good time management skills and self-motivation. Students should carefully consider this method of instruction before requesting enrollment in an online class. Students should contact the guidance counselor for a list of available courses. The school staff will make every effort to place students in a face-to-face course prior to using distance learning placement.





## College Credit

### Career and College Promise

Students who qualify for the Career and College Promise (CCP) Program may enroll in community college courses as part of the regular school day. Students will register for these courses as they register for their other high school classes. The purchase of the textbooks for the classes will be furnished by the school or school system. Students are expected to remain on school grounds when completing virtual CCP courses; however, may attend the community college for a portion of the school day when necessary. Enrollees must be capable of completing college level course work. CCP courses are completed on a numerical grade basis and both high school and community college course credit will be assigned for an academic course credit. CCP course grades are calculated into the GPA. The complete description of the CCP Program requirements and course offerings are available through the guidance office.

College of The Albemarle (COA) offers several programs that provide the opportunity for qualified John A. Holmes (JAH) students to enroll in college level courses and earn college credit. Students have the opportunity to pursue these options, tuition free, allowing them to get a jump start on their workplace and college preparation. Students have an opportunity to earn an Associates Degree while still in high school should they choose to do so. Students must demonstrate college readiness on an assessment or placement test in English, reading, and mathematics to be eligible. Currently COA offers College Transfer Pathways in Associate in Arts, Associate in Science, and Career and Technical Education. Career and College Promise students are exempt from tuition and fees. The Edenton-Chowan Board of Education pays for the cost of textbooks for JAH students enrolled in a community college course.

### NC High School to Community College Articulation Agreement

Articulation is a systematic, seamless student transition from secondary to post-secondary education that maximizes use of resources and minimizes content duplication. The components of the agreement are (1) to identify and align courses articulated now and in the future, and (2) to award college credit for identified high school courses based on transcript information and official post-assessment scores. Criteria to award college credit for identified high school courses are (1) a grade of B or higher in the course, and (2) a raw score of 80 or higher on the post assessment.

### Attendance

Credit will not be granted for classes when student absences exceed 10 days for a semester course. The maximum number of absences will include lawful, unlawful and out-of-school suspension absences. In certain cases of extended illness, family death or court appearances, the principal may waive absences and allow a student to receive credit.

**Attendance Recovery** - Students who have a chance to pass academically but are in danger of failing due to absences will be the target population for attendance recovery. Schools will have the flexibility to conduct recovery opportunities as needed and students should contact their counselor for more information.

**College Visits** - Students are urged to use teacher workdays and other school holidays as an opportunity to visit college campuses. In the event a student uses a regular school day as a college visit, it will count as a lawful (excused) absence. A maximum of three days can be excused to use for college visits and any additional days will be considered unlawful.

### Attendance for Extra-Curricular Activities

Students are expected to attend school consistently to fully participate in all aspects of high school life. Extra-curricular activities are an important part of the high school experience. In order for students to participate in these activities, attendance in school is expected. The following guidelines will apply to all extra-curricular activities:

- Must be in attendance at least half the school day to be counted present,
- Must be counted present in no less than 2 classes on the day of the activity, and
- Co-curricular (activities that are part of the curriculum requirements) activities will be handled through principal discretion.

### Changing or Dropping Courses

Students are expected to choose courses carefully at the time of registration to minimize the need to request schedule changes. Students may request a schedule change before the start of school or within the first 5 days of the semester by completing the appropriate forms available through the guidance office. All schedule changes are subject to approval by parents and school staff and are dependent on the rationale for the change and the available space in other classes. Teachers and guidance counselors may request a schedule change for a student within the first 5 days of a semester.



### Re-taking Courses When Credit Has Been Earned Previously

The term “repeating a course for credit” refers to a high school course repeated via any delivery method when the entire Common Core/Essential Standards Curriculum for that course is being taught to the student for a second time. A student wishing to “repeat a course for credit” will receive a grade and take the associated End-of-Course (EOC) assessment or NC Final Exam. Those students who have already made a Level III, IV or V on the associated EOC assessment may elect to either retake the EOC or use the previous passing EOC score as 25% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. The course will count in the maximum potential calculation for graduation purposes as will the initial course and score. A student wishing to modify his or her GPA is to repeat a course for credit and not seek a credit recovery solution.

### Re-taking Courses When No Credit Has Been Earned

When a student earns a failing final grade for a course, the student may decide to pursue credit recovery options. However, beginning with students entering the ninth grade in 2015-16, upon completion of the repeated course in its entirety, the new final grade shall replace the previous final grade for the course. The new course grade will be factored into the GPA replacing the failing grade in the calculation. This is not possible using other credit recovery methods.

### Credit Recovery

The term “credit recovery” refers to a block of instruction that is less than the entirety of the Common Core/Essential Standards Curriculum for that course. The length of a credit recovery course shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time. The original record of the course being completed and failed will remain on the transcript. The student will receive a grade of pass or fail for each credit recovery course. The mark will not affect the student’s GPA. Any EOC test associated with the credit recovery course may be administered no later than 30 days upon the completion of the credit recovery course. (GS 115C-81). Students taking courses for credit recovery are not eligible to participate in the NCFES.

### Assignment of Home School Credit

A parent/legal guardian desiring to enroll a student who has previously been enrolled in a home school shall provide the following written documentation to the principal of the school in the attendance area where the student lives:

- Attendance Record
- Immunization Record
- Results of the most recent nationally standardized test administered by the home school. The test must include the subject areas of English grammar, reading, spelling, and mathematics.
- A description for each course completed while enrolled in the home school
- Homeschool Transcript

The principal shall use the above information to determine grade placement and which courses taken in the home school will fulfill requirements necessary to earn credit for a high school course. To assist the high school principal in determining if credit can be awarded for certain courses, he/she may require students to take appropriate end-of-course tests. A summary of the basis for the grade placement or course credit should be placed in the student’s record.

### Guidelines in Awarding High School Credit for Home School Credits

- Must meet same standards other students have to meet
- May require EOC or teacher-made test for credit
- Honors credit will not be awarded
- Require numerical grades
- Award no more than eight units of credit for one year

### Transfer Credit

Students transferring courses from grades nine through twelve will receive the units of credit listed on their transcript. Transfer credit will be weighted according to what is offered in Edenton-Chowan Public Schools. Guidelines are listed below to assist in determining appropriate transfer credit for students.

### Transfer Credit Guidelines

Transfers are handled on a case-by-case basis in the best interest of each student with principal approval. This could range from audit only to partial credits, depending on the status of student and courses available.



## Guidance and Counseling Services

School counselors recognize their primary obligation for confidentiality is to the student but balance that obligation with an understanding of the family or guardians' legal and inherent rights to be the guiding voice in their children's lives (ASCA Code of Ethics).

The role of the school counselor in regards to confidentiality is:

- To support the student's right to privacy and protect confidential information received from students, the family, guardian and staff members
- To explain the meaning and limits of confidentiality to students in developmentally appropriate terms
- To provide appropriate disclosure and informed consent regarding the counseling relationship and confidentiality
- To inform the student and the family of the limits to confidentiality when: Student poses a danger to self or others, Court ordered disclosure, Consultation with other professionals in support of the student, i.e. colleagues, supervisors, treatment teams, and other support personnel
- To keep personal notes separate from educational records and not disclose their contents except when privacy exceptions exist
- To seek guidance from supervisors and appropriate legal advice when their records are subpoenaed
- To assert their belief that information shared by a student is "confidential" and should not be revealed without the student's consent
- To adhere to all laws protecting student records, health information, and special services (i.e., HIPAA, FERPA, IDEA). The guidance program is a service in which all school personnel participate in varying degrees to assist students in developing effective educational, vocational, and social/personal goals as mature and responsible citizens. Guidance has been defined as "the effort of the faculty, counselors, and school administration to help students help themselves." Guidance provides students and others with opportunities to openly and honestly communicate needs, evaluate self, receive feedback, explore alternatives, establish values, and make decisions. School counselors are individuals who should not be expected to act as judges or evaluators. They differ from teachers and administrators as well as parents in this respect. They are not responsible, as are teachers, for seeing that students meet standards of achievement in given areas, but they assist in providing growth-producing climates that help all students reach their potential. Counselors are asked to maintain a confidential relationship with each student and with parents, teachers, or community resource personnel as they work to enhance the guidance program as an integral part of the total education program. The counselors will be more useful to students for such help if the students get to know their counselor early in their school career.

### The counselor may be contacted in:

- Seeking information regarding educational or career development, offerings and requirements that lead to economic independence
- Exploring individual interests, skills, and needs that contribute to career satisfaction
- Developing personal values, decision-making skills and an appreciation of individual differences

### Course Listings

Each year, John A. Holmes High School publishes a new Program of Studies. It contains the high school graduation requirements as directed by the NC Department of Public Instruction. The elective courses offered may vary from year to year.

### Course Sequences

Students advancing through the courses in a core curriculum are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting general expectations described by the North Carolina Standard Course of Study.





# ACADEMIES

Academies at John A. Holmes High School provide students with focused, specialized training and instruction in specific career clusters or pathways. The academies allow students to take courses that they may be interested in exploring as a potential career. These courses are delivered in a sequence to build a foundation for furthering their education in those areas beyond high school either for an apprenticeship or for seeking a degree in the area at a community college or four-year college or university.

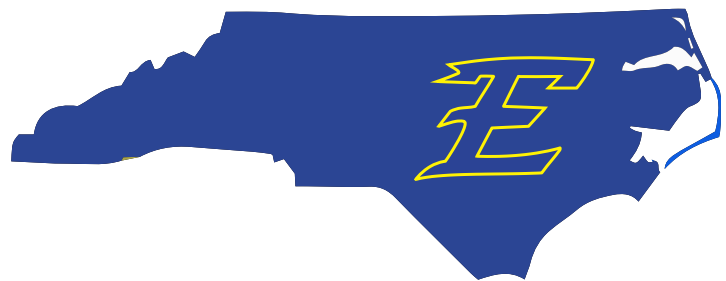
Each academy requires critical thinking skills and applied learning through rigorous coursework. The courses provide students with relevant experiences and information as well as opportunities to develop business and industry relationships enhancing student learning.

The curriculum is based on career themes and help students to see connections and relationships between academic subjects and their applications in the real world of work.

Academies fully integrate both academic and technical skills, preparing students for a smooth transition from high school to postsecondary education, training, and productive entry into the workforce.

## Academies at John A. Holmes High School:

- Agriculture Science
- Early Childhood
- Health Science
- Leadership (Army ROTC)
- STEM





## Agriculture Science



Pathway

## STEM



Pathway

## Health Science



Pathway

## Family & Consumer Science



Pathway





**Edenton-Chowan Schools Career & Technical Education Pathway Plan**  
**Agriculture Science Pathway: Plant Systems OR Animal Systems**

This Career Pathway can serve as a guide, along with other career planning materials, as students continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each student's educational and career goals. Twenty-eight credits are needed for graduation from high school.

English Language Arts	Math	Science	Social Studies	Others	Plant or Animal System Careers:
9 English I	NC Math I or II	Earth Science	World History	Health/PE	Agribusiness Management
10 English II	NC Math II or III	Biology	The Founding Principles of Civics and Economics	Students planning to attend 4-year university should take two foreign languages, one being a 2nd level course.	Agricultural & Natural Resources Communications Landscaping
11 English III	NC Math III or above	a Physical Science	American History I and American History II		Greenhouse & Grounds Maintenance Turfgrass Management Technology
12 English IV	4th Math				Packaging Horticulture Forestry Food Science
<b>Electives: Students choose from CTE Foundation &amp; Enhancement options below. Must complete a minimum of 4 courses to earn CTE Concentrator Status ~ one must be a starred * course.</b>					
<b>Foundation</b>	<b>Plant Systems Required Courses: Horticulture I, Horticulture II *</b> <b>Animal Systems Required Courses: Animal Science I, Animal Science II *</b> <b>Optional Courses: Agriscience Apps, Animal Science II small animal, Agriculture Advanced Studies, Equine I &amp; II *</b>				
<b>Enhancement</b>	<b>Students can opt to replace one Foundation Course above with an Enhancement Course:</b> Career Management      Microsoft Excel & Access CTE Internship          Microsoft Word & PowerPoint Principles of Business & Finance				
<b>Work based Learning Experiences:</b> FFA - The National Organization of the Future Farmers of America; Student Organization SAEs - Supervised Agricultural Experiences (Project based learning designed with the Agriculture Teacher)					





**Edenton-Chowan Schools Career & Technical Education Pathway Plan**  
**Health Science Pathway: Nursing OR Medical Office Administration**

*This Career Pathway can serve as a guide, along with other career planning materials, as students continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each student's educational and career goals. Twenty-eight credits are needed for graduation from high school.*

English Language Arts	Math	Science	Social Studies	Others	Healthcare Careers:
9 English I	NC Math I or II	Earth Science	World History	Health/PE	Allied Health Professionals Chiropractic Medicine Dentistry
10 English II	NC Math II or III	Biology	The Founding Principles of Civics and Economics	Students planning to attend 4-year university should take two foreign languages, one being a 2nd level course.	Forensic Science Geriatrics Health Administration/Management Medicine Mental Health Nursing Nutrition/Dietetics Occupational Therapy Optometry Pharmacy Podiatric Medicine Public Health Speech-Language-Hearing Sports Medicine Veterinary Medicine
11 English III	NC Math III or above	a Physical Science	American History I and American History II		<b>A career in healthcare begins in the Health Science Academy!</b>
12 English IV	4th Math				
<b>Electives: Students choose from CTE Foundation &amp; Enhancement options below. Must complete a minimum of 4 courses to earn CTE Concentrator Status ~ one must be a starred * course.</b>					
<b>Foundation</b>	<b>Nursing Required Courses:</b> Health Science I, Health Science II *, Nursing Fundamentals (2 credit course) <b>Medical Office Administration Required Courses:</b> Health Team Relations, Health Science I, Health Science II *, Principles of Business and Finance				
<b>Enhancement</b>	<b>Students can opt to replace one Foundation Course above with an Enhancement Course:</b> Parenting & Child Development Microsoft Excel & Access Microsoft Word & PowerPoint Foods I Marketing Personal Finance CTE Internship Career Management Entrepreneurship I				
<b>College of The Albemarle Articulated Credit:</b> If a student is proficient (final grade of "B" or higher in the course and a score of 93 or higher on standardized CTE post-assessment) in his/her high school course, the student can receive college credit for that course at COA.					
Health Science I is equivalent to MED 121 AND MED 122 Medical Terminology I and II (6 credit hours)					

**Credentials Available:**

- AHA Healthcare Provider CPR
- AHA First Responder First Aid
- Career Readiness Credentials (WorkKeys)
- Nursing Assistant I
- Microsoft Word & PowerPoint
- Microsoft Excel & Access
- EverFi







# OCCUPATIONAL COURSE OF STUDIES

The Occupational Course of Study (OCS) curriculum is one of two courses of study through which a student may earn a high school diploma. Students eligible for this curriculum must have an Individualized Education Plan (IEP) and a recommendation from the student's IEP team. Students are only considered for OCS if the IEP team has determined that due to the student's ability levels and postsecondary goals, the Future Ready Core Course of Study is not appropriate. The student and parent are responsible for the decision of the course of study. Students enter the program in the ninth grade.

## **Occupational English I**

Students in Occupational English I explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual and functional information. They use oral language skills to communicate effectively in both formal and informal situations. Students will expand basic telephone skills for work and home, write complete simple and compound sentences, take and support positions of self-advocacy, read a variety of materials to gain information and perform tasks, read basic functional vocabulary terms, employ accurate manuscript and cursive letter formation, exhibit ethical behavior in the use of computer technology, and develop effective interviewing skills.

## **Occupational English II**

Students in Occupational English II explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual and functional information. They use oral language skills to communicate effectively in both formal and informal situations. Students will expand basic telephone skills for work and home, write complete simple and compound sentences, take and support positions of self-advocacy, read a variety of materials to gain information and perform tasks, read basic functional vocabulary terms, employ accurate manuscript and cursive letter formation, exhibit ethical behavior in the use of computer technology, and develop effective interviewing skills.

## **Occupational English III**

Students in Occupational English III read, write, and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from printed and non-printed material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each. In addition, students will:

- Expand proficiency in basic sentence and paragraph writing as applied to a variety of functional, independent living, and employment tasks
- Visually gain information from a variety of graphic materials
- Expand reading and writing of functional vocabulary terms
- Expand comprehension of a variety of printed materials
- Demonstrate oral communication skills needed for a work environment
- Write formal and informal letters







### **Occupational English IV**

Students in Occupational English IV integrate oral, written, and visual skills to communicate effectively in a variety of daily living and employment situations. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They employ visual communication skills to locate and research information. In addition, Occupational English IV students will:

- Expand verbal communication skills
- Write logical and sequential reports
- Expand comprehension of functional vocabulary to include legal, medical, tax, and insurance terms
- Read and comprehend directions and other printed material for daily living and employment tasks
- Complete personal forms and applications
- Use computer technology to enter and edit information on a spreadsheet and to communicate online
- Produce complete personal portfolios

### **Occupational Mathematics I**

(Introduction to Mathematics)

Occupational Mathematics I continues the study of: a) computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions and percents, b) financial management: recognizing and identifying basic financial information, c) time and measurement, d) independent living, and e) technology. Students will acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

### **Occupational Mathematics II**

(Algebra I)

Occupational Mathematics II continues from Occupational Mathematics I the study of computation and the application of these skills for independent living and successful employment. More emphasis is placed on application and problem solving in the areas of financial management, reading and interpreting schedules, time and measurement, independent living using technology, hands-on approaches and cooperative learning.

### **Occupational Mathematics III**

(Financial Management)

Occupational Mathematics III emphasizes the application of skills previously learned. In this course, students demonstrate application of the skills in the community and places of employment.

### **Occupational Life Skills Science I**

(Applied Science)

This course is designed to provide students with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle. Students will develop an understanding of basic human anatomy and reproduction. Basic science concepts in the areas of life science, environmental science, physical science and biology as related to work and daily living skills will be presented.

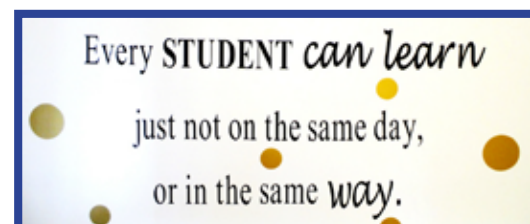
### **Occupational Life Skills Science II**

(Biology)

This course provides students with the opportunity to acquire higher level skills in the areas of safety procedures, health/medical issues, relationships and human anatomy. Students will continue to develop basic, functional knowledge of science concepts in the areas of earth, environmental and physical science. Students will have the opportunity to apply science based concepts to daily living situations at home and in the workplace.

### **Occupational Preparation I**

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. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the Occupational Course of Study.





### Occupational Preparation II

This course emphasizes the development of skills generic to all career majors such as resource management, communication, interpersonal relationship skills, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition and management as well as self management. This course focuses on providing students with a repertoire of basic skills that will serve as a foundation for future career applications. 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

This course is designed 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 assessments, 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

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 400 hours of integrated competitive employment in a community setting 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.

### Occupational Social Studies I

(Government/US History)

This course is designed to provide the student with the basic economic, government and political knowledge needed to become a responsible citizen and consumer. It covers the historical background of the development of the United States, including the Constitution, its amendments, the three branches of government, and the major laws which affect citizens. This course also covers the state and local government roles and jurisdictions as well as the issues of personal citizenship.

### Occupational Social Studies II

(Self-Advocacy/Problem-Solving)

This course is designed to teach students the skills related to self-determination essential for achieving independence and successful adult outcomes.





# John A. Holmes High School Occupational Course of Study Graduation Requirements

Based on the Future-Ready Core Curriculum & the Edenton-Chowan  
Board of Education Requirements.

## English

(4 Credits)

- English I
- English II
- English III
- English IV

## Math

(3 Credits)

- NC Math I
- NC Math II
- NC Math III

## Social Studies

(2 Credits)

- Social Studies I  
(Government/US History I)
- Social Studies I  
(Self-Advocacy/Problem Solving)

## Science

(2 Credits)

- Life Skills Science I
- Life Skills Science II

## Health & PE

(1 Credit)

- Completed

## Electives

(8 Credits)

- Completed
- Completed
- Completed
- Completed
- Completed
- Completed
- Completed
- Completed

Recommend:

At least one credit in an arts discipline  
(Music, Theater, Visual Arts)  
Second Language: Not required

## Career Technical Other Requirements

(4 Credits)

- Completed
- Completed
- Completed
- Completed

(4 Credits)

- Occupational Preparation I
- Occupational Preparation II
- Occupational Preparation III
- Occupational Preparation IV





# John A. Holmes High School Graduation Requirements

Based on the NC Future-Ready Core Curriculum & the Edenton-Chowan Board of Education Requirements.

## English

(4 Credits)

- English I
- English II
- English III
- English IV

## Math

(4 Credits)

- NC Math I
- NC Math II
- NC Math III
- Additional Math
- Additional Math

## Science

(3 Credits)

- Earth / Environmental
- Physical Science
- Biology

## Social Studies

(4 Credits)

- World History
- The Founding Principles of Civics & Economics
- American History I
- American History II
- AP US History \*
- Additional History\*

\* Can replace American History I & II

Second Language: Not required for graduation.

A two credit minimum is required for admission to the UNC system

## Electives

(12 Credits)

- |             |             |
|-------------|-------------|
| ■ Completed | ■ Completed |
| ■ Completed | ■ Completed |
| ■ Completed | ■ Completed |
| ■ Completed | ■ Completed |
| ■ Completed | ■ Completed |
| ■ Completed | ■ Completed |

## Health & PE

(1 Credit)

- Completed

Electives: Within the 12 electives, students must complete a four-course concentration in one of the following:

Any Career & Technical Education area (CTE)

Fine Arts

Army JROTC

Any other subject area

(e.g. Foreign Language, Mathematics, Science, Social Studies, English)





# ENGLISH

In order to graduate from high school, a student must earn four units of English. These four units are English I, II, III, & IV. \* Honors courses require a Teacher Recommendation.



## English I English I – Honors \*

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction), to include influential U.S. documents and one Shakespearean play. Interdisciplinary informational writing as well as documented research and speaking and listening skills will be included along with multi-modal presentations.

## English II English II – Honors\* Prerequisite – English I

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play will be included. Documented research based on interdisciplinary informational texts and literature will comprise the writing, speaking, and listening components of the course along with multi-modal presentations. An End-Of-Course test will be administered in English II.

## English III English III – Honors\* Prerequisite – English II

English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play will be included along with interdisciplinary informational writing and multi-modal presentations focusing on speaking and listening skills.

## AP English III Prerequisite: English II Honors \* Teacher Recommendation

Advanced Placement English is college-level coursework. Students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer's purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will be eligible to take the Language and Composition AP Exam at the end of the junior year.

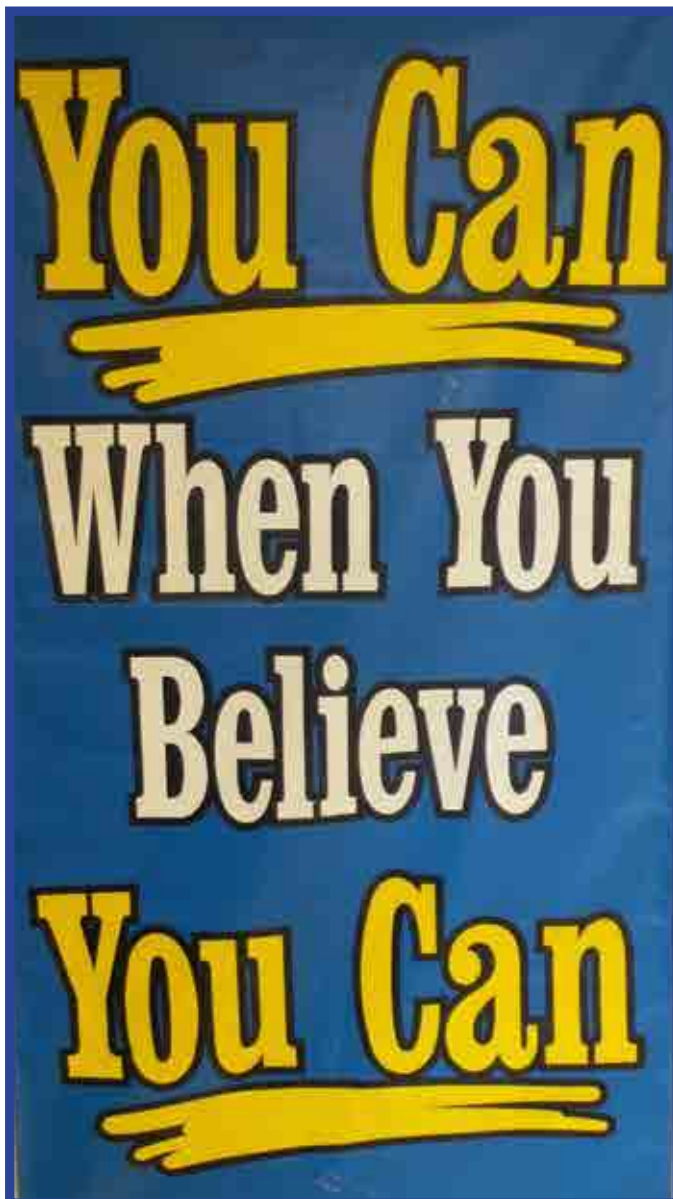
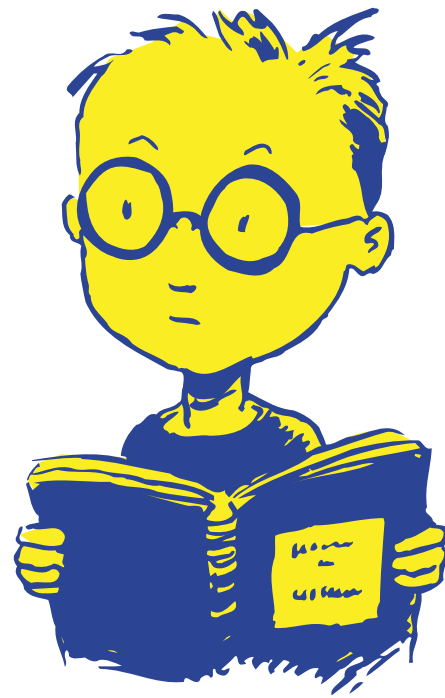
## English IV English IV – Honors\* Prerequisite – English III

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will be included. Interdisciplinary informational text and multimodal presentations will encompass the writing, speaking and listening skills.

## AP English IV

Prerequisite: English III Honors or AP English III \* -  
Teacher Recommendation

Advanced Placement Literature and Composition is a college level course. Students will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. This course is for students who have attained the reading and writing skills generally expected in introductory college courses in composition and literature. Students will be eligible to take the Literature and Composition AP Exam at the end of the senior year



## Yearbook I and II

Students either register for both semesters or first semester only.

Students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing, and photography while producing a creative, innovative yearbook which records school memories and events. Students gain useful real world skills in time management, marketing, teamwork and design principles. Students taking this course will also be responsible for scripting, filming, and editing a weekly school news broadcast called Aces Broadcast. They will learn video production and speaking/communication skills as part of this task.

### \*Requirements for Honors Courses:

When determining placement for an honors course, the following guidelines will be used by teachers:

- \* If the previous or prerequisite course taken was for honors credit, a student earning an A or a B will be recommended for enrollment in the next honors course.
- \* If the previous or prerequisite course taken was for traditional credit, a student earning an A will be recommended for enrollment in the next honors course.
- \* Students wishing for enrollment in an honors course who do not meet these guidelines will need to meet with guidance counselors on an individual basis.



# MATH

In order to graduate from high school, a student must earn four units of Mathematics. These four units are NC Math I, II, III, and a fourth mathematics course. Students should sign up for one math course per year unless they have permission from administration to double up. \* Honors courses require a Teacher Recommendation.

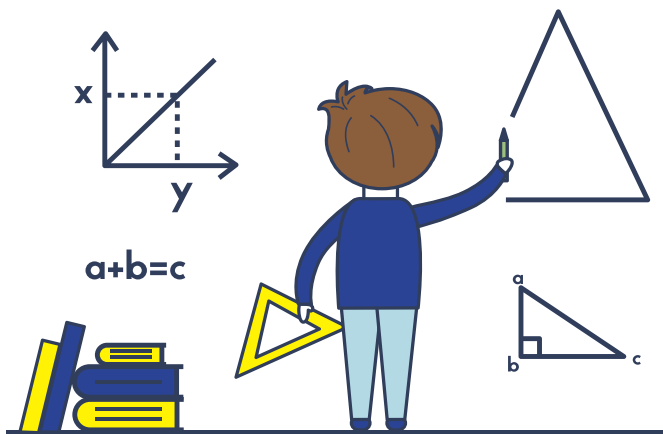
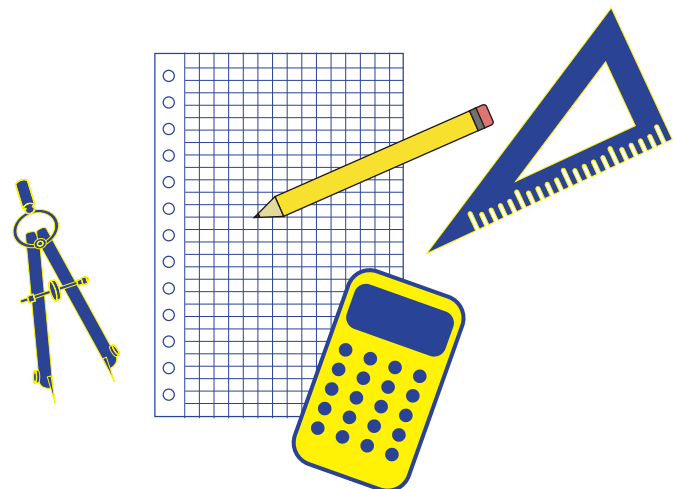
## Foundations of Math 1

Foundations of Math 1 continues a progression of the standards established in 8th grade math and introduces topics students will encounter in Math 1. Topics include order of operations, operations with real numbers, solving equations and inequalities, slope and graphing lines, systems of equations, properties of exponents, and polynomials. Students will be selected for this course by their 8th grade teachers. For those selected students, this course is only offered in the fall and must be taken prior to Math 1.

## NC Math 1

### Prerequisite: 8th grade math or Foundations of Math 1

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. This course serves as the cornerstone for all high school math courses; therefore, all subsequent mathematics courses require student mastery of the Math 1 content standards.



## NC Math II

### NC Math II – Honors\*

#### Prerequisite: NC Math I

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

## NC Math III

### NC Math III – Honors\*

#### Prerequisite: NC Math II

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

## Essentials for College Math

### Prerequisite: NC Math III

Students will learn the math skills they must have to succeed in the workplace and/or college. Students will be encouraged to learn and think independently and understand the concept rather than just memorizing procedures. Students will also learn to read for information and solve problems using various methods.



### **Advanced Functions and Modeling (AFM)**

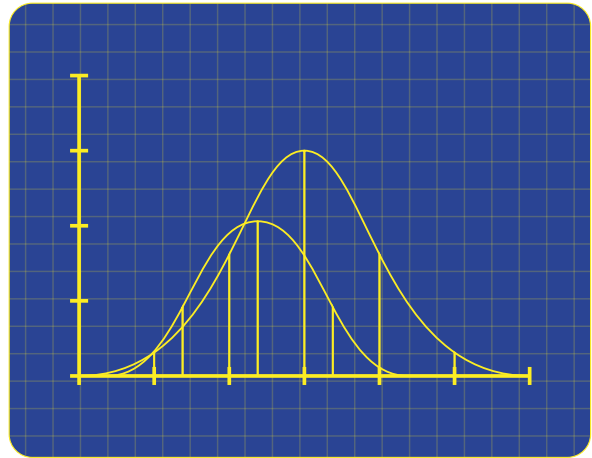
#### **Prerequisite: NC Math III**

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Applications to areas such as home, work, recreation, consumer issues, public policy, and scientific investigation will be included. Appropriate technology, including the graphing calculator, will be used regularly for instruction and assessment.

### **Pre-Calculus – Honors\***

#### **Prerequisite: NC Math III**

Pre-Calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling are included throughout the course of study. Appropriate technology, including the graphing calculator, will be used regularly for instruction and assessment.



### **Calculus – Honors\***

#### **Prerequisite: Pre-Calculus – Honors - Teacher Recommendation**

Honors Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. Appropriate technology, including the graphing calculator, will be used regularly for instruction and assessment.

### **AP Calculus**

#### **Prerequisite: Pre-Calculus – Honors - Teacher Recommendation**

Advanced Placement Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. Appropriate technology, including the graphing calculator, will be used regularly for instruction and assessment.

#### **\*Requirements for Honors Courses:**

When determining placement for an honors course, the following guidelines will be used by teachers:

- \* If the previous or prerequisite course taken was for honors credit, a student earning an A or a B will be recommended for enrollment in the next honors course.
- \* If the previous or prerequisite course taken was for traditional credit, a student earning an A will be recommended for enrollment in the next honors course.
- \* Students wishing for enrollment in an honors course who do not meet these guidelines will need to meet with guidance counselors on an individual basis.







# SOCIAL STUDIES

In order to graduate from high school, a student must earn four units of Social Studies. These four units are World History, American History: Founding Principles, Civics & Economics, American History I: The Founding Principles, and American History II. \* Honor courses require a Teacher Recommendation.

## World History

### World History – Honors\*

This course addresses the six periods in the study of world history, with a key focus of study from the mid-15th century to present and focuses around a basic core of chronologically-organized events in history. Students will study major turning points that shaped the modern world as well as focusing on recurring concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc.

## American History: The Founding Principles, Civics and Economics

### American History: The Founding Principles, Civics and Economics – Honors\*

#### Prerequisite: World History

This course provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The Essential Standards for this course focus on the founding principles through civics and government, personal financial literacy and economics.



## American History I: The Founding Principles American History I: The Founding Principles – Honors\*

### Prerequisite: American History: The Founding Principles, Civics and Economics

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





**American History II**  
**American History II – Honors\***  
**Prerequisite: American History I: The Founding Principles**

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



**AP U.S. History**  
**Prerequisite: American History: The Founding Principles, Civics and Economics - Honors\***  
**Teacher Recommendation**

This course surveys American history from the colonial period to the present with emphasis on the 19th and 20th centuries. Students will investigate social, cultural, political, and economic trends and how these have impacted the development of the United States. Students are expected to take the AP Exam following the completion of the course. This course will also serve to fulfill the American History II requirement.

**\*Requirements for Honors Courses:**

When determining placement for an honors course, the following guidelines will be used by teachers:

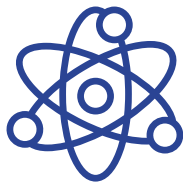
- \* If the previous or prerequisite course taken was for honors credit, a student earning an A or a B will be recommended for enrollment in the next honors course.
- \* If the previous or prerequisite course taken was for traditional credit, a student earning an A will be recommended for enrollment in the next honors course.
- \* Students wishing for enrollment in an honors course who do not meet these guidelines will need to meet with guidance counselors on an individual basis.



# SCIENCE

In order to graduate from high school, a student must earn three units of Science. These three units must include: a Physical Science (Chemistry, Physics, or Physical Science), Biology, and Earth/Environmental Science.

\*Honors courses require a Teacher Recommendation.



## Earth/Environmental Science - Honors\*

The curriculum standards for this course focus on the Earth: systems, geologic processes, weather, climate and astronomy. Ecological impact, sustainability and stewardship are also key elements in this course.

## Biology

### Biology – Honors\*

The curriculum standards focus on inquiry-based instruction in the structures and functions of living organisms, ecosystems, evolution and genetics, and molecular biology. This is a High School Exit Standard Course.

## Physical Science

### Co-requisite: NC Math I Recommended

The Physical Science curriculum standards integrate topics from both physics and chemistry in an inquiry-based instructional setting. Topics include: properties and changes of matter, motion and forces, and conservation and transfer of energy.

## Advanced Physical Science - Honors\*

This course is for ninth grade students who earned an Earth/Environmental Science credit in middle school and explores the Physical Science curriculum at a more in depth level.

## Chemistry

### Chemistry – Honors\*

### Prerequisite/Co-requisite: NC Math III, Physical Science recommended

This laboratory course in inorganic chemistry includes inquiry based instruction related to the properties and changes of matter, conservation and transfer of energy, and interactions of energy and matter.

## Physics – Honors\*

### Prerequisite: NC Math III, with NC Math III Honors strongly recommended

This is an inquiry-based laboratory course covering topics in mechanics, kinematics, dynamics, energy, work, power, waves, and electromagnetism. Physics is an essential course for students planning to pursue a science-or mathematics related major or minor in college. It is recommended prior to taking Physics, that students take Chemistry, to provide background knowledge in modern atomic theory to aid in the instruction of electrostatic systems. Also, recommended prior to taking Physics, that students take NC Math III, so the students are well versed in formula manipulation and using trigonometric functions to identify angles and lengths of geometric shapes. Students must have teacher approval to take Physics.

## AP Biology

### Prerequisite: Teacher Recommendation

AP Biology concentrates on three general areas: molecules and cells; heredity and evolution; organism and population. Students must have passed Biology and Chemistry with an A or B, and have teacher approval.

#### \*Requirements for Honors Courses:

When determining placement for an honors course, the following guidelines will be used by teachers:

\* If the previous or prerequisite course taken was for honors credit, a student earning an A or a B will be recommended for enrollment in the next honors course.

\* If the previous or prerequisite course taken was for traditional credit, a student earning an A will be recommended for enrollment in the next honors course.

\* Students wishing for enrollment in an honors course who do not meet these guidelines will need to meet with guidance counselors on an individual basis.



# HEALTH & PE

One unit of Health & Physical Education is required for graduation.

## Health and Physical Education

This healthful living course incorporates topics from the areas of both health education and physical education: motor skills development, movement concepts, health-related fitness, personal/social responsibility, mental & emotional health, personal & consumer health, interpersonal communication & relationships, nutrition & physical activity, and alcohol, tobacco & other drugs.

## Physical Fitness/Weight Lifting Prerequisite/Co-requisite: Health and Physical Education - Teacher Approval Maximum Enrollment: 36

This course is designed to improve student proficiency in many areas of physical fitness. This course may be taken a maximum of six times during the four years of high school.



## Sport Management Teacher Recommendation

Course participants will have opportunities to discuss current challenges and opportunities related to sports field maintenance and construction with fellow classmates/industry peers, leaving this course with new insights for improving the quality and playability of athletic fields.

## Team Sports Prerequisite/Co-requisite: Health and Physical Education

This course is designed to introduce students to a variety of team sports, focusing on rules, skills, and sportsmanship. Sports may include: badminton, basketball, volleyball, tennis, soccer, lacrosse, baseball/softball.







# WORLD LANGUAGES

World language skills are key to global competence, national security, career advantages and travel. World language skills also improve first language skills. World language courses focus on developing communication skills and proficiency in the language of study. This includes conversing with others, comprehending written and spoken language, and presenting to others through speaking and writing. Students compare their own culture to the culture of study.

North Carolina's state colleges and universities entrance requirements include a minimum of two credits of world language study of the same language. Selective colleges and universities recommend four or more credits of world language study. It is best to study a world language without lapses between courses, particularly levels I and II. Honors credit is awarded for levels III, IV and V.

See North Carolina Virtual Public Schools <http://www.ncvps.org/index.php/courses/catalogue> for languages or levels available, in particular for Arabic, Chinese, French, German, Japanese, Latin, and Russian. Native speakers and students who qualify to be placed in a world language course for which the student has not completed the prerequisite may request to take the final exam or placement exam. A score of 80% or above can qualify for placement purposes but does not award credit. \* Honors courses require a Teacher Recommendation.

## Spanish I

Spanish I is an introduction to the study of a second language through the four skills of listening, speaking, reading, and writing. Culture, geography, vocabulary, and grammar are integrated into the course goals of communicating in Spanish.

## Spanish II

### Prerequisite: Spanish I

Students continue the development of their listening, speaking, reading, and writing skills as they study past, present, and future time. The integration of culture, geography, vocabulary, and grammar for the purpose of communicating in Spanish are studied in greater depth.

## Spanish III – Honors\*

### Prerequisite: Spanish II & Teacher Recommendation

Students expand their listening, speaking, reading, and writing skills as they study past, present, and future time. Art, music, and literature of the culture are presented and in-depth grammatical study begins. Classes are conducted primarily in Spanish.

## Spanish IV - Honors\*

### Prerequisite: Spanish III & Teacher Recommendation

This course teaches students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics. Classes are primarily conducted in Spanish.

#### \*Requirements for Honors Courses:

When determining placement for an honors course, the following guidelines will be used by teachers:

- \* If the previous or prerequisite course taken was for honors credit, a student earning an A or a B will be recommended for enrollment in the next honors course.
- \* If the previous or prerequisite course taken was for traditional credit, a student earning an A will be recommended for enrollment in the next honors course.
- \* Students wishing for enrollment in an honors course who do not meet these guidelines will need to meet with guidance counselors on an individual basis.

# iHOLA!



# FINE ARTS

There are some fine arts education courses that may have honors versions. Since honors courses were designed as comprehensive courses which embrace diverse knowledge and skills, they should be built upon introductory courses. Therefore, only the level III and IV courses of band, vocal music, theatre arts and visual arts will be considered as honors level courses.

## Band

### **Band I - Beginning** **Prerequisite: Middle School Band Experience** **- Fall Semester**

In marching and concert settings, students will gain instrumental skills, foster musicianship, and begin to connect music to their lives. Summer and beyond-school hours are required.

### **Band II - Intermediate** **Prerequisite: Band I and Director Approval** **Fall Semester**

In marching and concert settings, students will continue to gain instrumental skills, foster musicianship, and understand music's relevance in the world. Summer and beyond-school hours are required.

### **Band III - Proficient - Honors** **Prerequisite: Band II or Director Approval** **Fall Semester**

In marching and concert settings, students will pursue high levels of instrumental skills, expand and apply musicianship in creative and evaluative projects, and develop an awareness of music careers. Differentiated assignments are required. Summer and beyond-school hours are required.

### **Band IV - Advanced - Honors** **Prerequisite: Band III and Director Approval** **- Fall Semester**

In marching and concert settings, students will perform high levels of instrumental skills, expand and apply musicianship in creative and evaluative projects, and understand music on historical and cultural levels to become an informed consumer of music. Differentiated assignments are required. Summer and beyond-school hours are required.

### **Symphonic Band I - Beginning** **Prerequisite: Middle School Band Experience** **- Spring Semester**

In concert settings, students will gain instrumental skills, foster musicianship, and begin to connect music to their lives. Limited beyond-school hours are required.

### **Symphonic Band II - Intermediate** **Prerequisite: Symphonic Band I and Director Approval** **- Spring Semester**

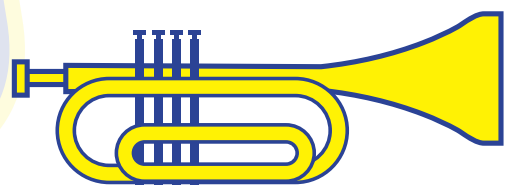
In concert settings, students will pursue high levels of instrumental skills, foster musicianship, and understand music's relevance in the world. Limited beyond-school hours are required.

### **Symphonic Band III - Proficient - Honors** **Prerequisite: Symphonic Band II and Director Approval** **- Spring Semester**

In concert settings, students will pursue high levels of instrumental skills, expand and apply musicianship in creative and evaluative projects, and develop an awareness of music careers. Differentiated assignments are required. Limited beyond-school hours are required.

### **Symphonic Band IV - Advanced - Honors** **Prerequisite: Symphonic Band III and Director Approval** **- Spring Semester**

In concert settings, students will perform high levels of instrumental skills, expand and apply musicianship in creative and evaluative projects, and understand music on historical and cultural levels to become an informed consumer of music. Differentiated assignments are required. Limited beyond-school hours are required.





## Vocal Music

Students participating in the vocal music program will have the varied course options listed below. Honors credit is available for the third and fourth level in each of the courses. All Vocal Music classes will require mandatory, out-of-school rehearsals and performances that will be part of the course grade.

### **Vocal Music I - Beginning - (Introduction to Choir) - Maximum Enrollment: 26**

This section is open to students who enjoy singing for their own pleasure or wish to pursue a deeper understanding of their voice and how to properly sing. This class is a requirement for any student wishing to continue in the Vocal Music Program during their time at John A. Holmes High School. A choral concert at the end of the semester will be a requirement for every student signing up for this class.

### **Vocal Music II - Intermediate (Concert Choir) - Prerequisite: Vocal Music I Maximum Enrollment: 28**

This section is open to students who wish to pursue a deeper understanding of their voice and how to properly sing. The following musical skills for ensemble singing will be stressed: proper breathing, blend and balance, expansion of range, good intonation, ear training, and sight-reading various styles of choral literature. It is required that you audition for this class and have taken Vocal I before auditioning. A choral concert at the end of the semester, as well as, various other outside-of-school performances will be a requirement for every student singing in this class.

### **Vocal Music III - Honors - Proficient (Concert Choir)- Prerequisite: Vocal Music II - Maximum Enrollment: 28**

This section is open to students who wish to pursue a deeper understanding of their voice and how to properly sing. The following musical skills for ensemble singing will be mastered: proper breathing, blend and balance, expansion of range, good intonation, ear training, and sight-reading various styles of choral literature. It is required that you have previously auditioned at Vocal I, and completed Vocal II before taking this class. A choral concert at the end of the semester, as well as, various other out-of-school performances will be a requirement for every student signing up for this class.

### **Vocal Music IV - Honors - Advanced (Concert Choir) - Prerequisite: Vocal Music III - Maximum Enrollment: 28**

This section is open to students who wish to pursue a deeper understanding of their voice and how to properly sing. Each student must show mastery and be able to lead others with the following musical skills: proper breathing, blend and balance, expansion of range, good intonation, ear training, and sight-reading various styles of choral literature. It is required that you have previously auditioned at Vocal I, and completed Vocals II and III before taking this class. Students taking this course may be called on to be section leaders over their vocal section, as well as, assist the teacher with various business aspects of the choral program such as scheduling community events fundraisers, and various other outreach community events. A choral concert at the end of the semester, as well as, other out-of-school performances will be a requirement for every student signing up for this class.

Students receiving honors credit may have a chance to be inducted into the TRI-M Music Honors Society.

## Theatre Arts

Students in grades 9-12 are encouraged to develop an understanding of theatre in relationship to themselves, their community, and other communication media. Students will also explore theatre as an art form, as a career possibility, and as entertainment.

### **Theatre Arts I**

This course teaches students an appreciation for theatre through academic and practical experience. Students will be exposed to various areas of the theatre.

### **Theatre Arts II Prerequisite: Theatre Arts I**

This course is designed to develop the student's working knowledge of acting, set design, make-up, costume, and directing. The student will build upon fundamental skills and apply them through actual performance opportunities.



### **Theatre Arts III – Honors**

#### **Prerequisite: Theatre Arts II**

This course consists of advanced individualized work in a seminar style course with an emphasis on in-depth research, analysis, application, and production. Students receiving honors credit will be required to serve as a director, choreographer, or stage manager for at least one act of one performance.

### **Theatre Arts IV – Honors**

#### **Prerequisite: Theatre Arts III Honors or Teacher Recommendation**

Course builds on Honors Theatre Arts III and includes student collaboration with directors and designers to develop unified production concepts for informal and formal theatre, film, television, or electronic media productions.

Students receiving honors credit will be required to serve as a director, choreographer, or stage manager for at least one act of one performance.

### **Theatre Arts Specialization I Beginner**

### **Theatre Arts Specialization II Intermediate**

### **Theatre Arts Specialization III Proficient - Honors**

### **Theatre Arts Specialization IV Advanced - Honors**

#### **Prerequisite: Demonstrated Ability/ Recommendation of Theatre Arts Teacher**

These courses are for serious theatre arts students who wish to pursue further study in acting and include the study of the theories, techniques, processes, and research related to theatrical performance. Students will learn about theatre organization, management, and operation and display stagecraft knowledge and skills. Emphasis will be placed on practicing and refining their abilities to act on stage while developing their own personal method for acting. Public performances will be required.

Students receiving honors credit will be required to serve as a director, choreographer, or stage manager for at least one act of one performance.

### **Visual Arts**

#### **Visual Arts I - Beginning**

#### **Maximum Enrollment: 24**

This is the foundation level for art study.

#### **Visual Arts II - Intermediate**

#### **Prerequisite: Visual Arts I**

#### **Maximum Enrollment: 24**

This course builds on the foundation of knowledge developed in Visual Arts I. Students research art and artists to gain knowledge and understanding of past and present art forms. This course has a cap of 24 students.

#### **Visual Arts III – Proficient - Honors**

#### **Prerequisite: Visual Arts II**

This course provides knowledge of the arts in relation to culture, history, other disciplines, and careers. Art history, criticism, and aesthetics will be studied in order for students to develop a personal art philosophy.

Students receiving honors credit will be required to submit at least one piece of artwork to a competition.

#### **Visual Arts IV – Advanced - Honors**

#### **Prerequisite: Visual Arts III - Proficient - Honors and Teacher Recommendation**

Students will develop, clarify, and apply their philosophy of art through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. A portfolio evidencing high quality and understanding of personal art forms is developed and refined.

Students receiving honors credit will be required to submit at least one piece of artwork to a competition.

#### **Studio Art I Beginner**

#### **Studio Art II Intermediate**

#### **Studio Art III Proficient - Honors**

#### **Studio Art IV Advanced - Honors**

#### **Prerequisite: Demonstrated Ability/ Recommendation of Visual Arts Teacher**

Students will understand the relationship between personal expression and design. They will study the relationship of creative expression to the development of personal style and will analyze the relationship between media, processes, and results. Students will critique personal art based on reflective practices.

Students receiving honors credit will be required to submit at least one piece of artwork to a competition.







# ARMY JROTC

## Course Description:

The JROTC curriculum consists of both mandatory and elective Program of Instruction topics according to the Leadership/Education/Training (LET) level in which enrolled. Topics for LET Levels 1-4 have been planned and approved by the US Army's Cadet Command (USACC) at Ft. Knox, NY. Cadets incur no obligation to join the military as a result of their enrollment in the JROTC. Curriculum may be viewed in its entirety at the Cadet Command Website: <http://www.usarmyjrotc.com>

## Core Course Objective:

"To motivate young people to be better citizens."  
(This is the official JROTC mission statement.)

**Materials Needed:** All textbooks and reference materials including uniforms items are provided at no expense. All issued items must be returned at the end of the school year or upon withdrawal or transfer from the school. The uniform should be clean, pressed, serviceable and ready to be re-issued to the next cadet. Cadets need to provide their own three ring notebook, pen/pencil.

## Texts:

(provided by the Leadership Academy)  
According to LET level, instruction from each of the following USACC texts:

- Intro to JROTC & Leadership Theory/ Application (JROTC 145-U1/2-SCT)
- Foundations for Success & Wellness/Fitness/ First Aid (JROTC 145-U3/4-SCT)
- Geography and Earth Science (JROTC 145-U5- SCT)
- Citizenship and American History (JROTC 145-U6-SCT)
- Student Citizenship Training Program (ROTCM 145-4-1-YTP)
- Unlocking Your Potential (ROTCM 145-4-1-UYP)
- Power Learning (ROTCM 145-4-4-PW)

**Course Requirements:** Cadets are expected to attend class, follow classroom procedures, participate in classroom learning activities, and complete all assignments. In case of absence, it is the cadet's responsibility to make up assignments missed, according to a timeframe that is approved by the

instructor (usually three days). Cadets in LET levels 2 and above are expected to be positive role models. Since the expectation of cadet mentorship increases with each LET level, cadets earning a final LET-2 course grade of less than "C" will not be accepted for enrollment into LET-3, without the prior approval (on a case-by-case basis) of the program's Senior Army Instructor.

**Uniforms:** In addition to classroom instruction, cadets are expected to properly wear the JROTC uniform at a minimum of one day per week (usually Wednesdays), and participate in selective formations and inspections as well as other school and community ceremonies. Uniforms are issued to cadets at no cost, however the cadet is pecuniary liable. Weekly uniform inspections and proper display of military courtesy are also considered a large percentage of their grade. The cadets will be required to wear their uniform every Wednesday. If they do not have a uniform on during their scheduled class period, they will receive a zero. If they wear the uniform the following school day they will be graded according to the proper wear of the uniform but will receive a grade no higher than a sixty. All cadets will learn the Army dress code standard and will wear the uniform in the proper manner. The uniform is expected to be worn all day and not just to their JROTC class period.

**Activities:** Physical Training (PT) is essential for becoming a well-rounded leader. PT is conducted once a week during classroom time. Extra-curricular and competitive activities include Marksmanship, Color Guard, Drill Team, Cadet Challenge, and Raider competitions, as well as an annual Formal, and a summer camp. (see Enclosure-2 for more details.) In addition to an academic elective credit for the course, cadets also earn rank, privileges, and JROTC awards for their achievements. Qualified cadets will also have the opportunity to compete for college scholarships.

**Honor Code:** Cadets are expected to set the example in this area. Cheating will not be tolerated, and all cadets participating in such will receive a "0" grade on the assignment and the parents will be notified.



### Classroom Procedures:

The rules and regulations of the school will always apply in the classroom setting and at off-campus events. In addition the following rules are applicable:

1. School dress code compliance will be enforced. Cadets are expected to enter quietly and be seated in their assigned seat when the bell rings.
2. The door will be shut when the bell rings, and tardy cadets will be let in, but marked tardy for the class.
3. Cadets are expected to arrive in class properly dressed for the day's activities.
4. Cadets are expected to be quiet during all intercom announcements.
5. Cadets are expected to render the proper respect and military courtesy to the JROTC staff, school faculty, and cadet chain of command.
6. Cadets will not eat or drink in the classroom without permission of the instructor.
7. Cadets are expected to help keep the classroom neat and tidy.



### Lesson Topics:

**JROTC** -- This program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It is a stimulus for promoting graduation from high school and preparing others for advanced education. It provides life skill instruction and rewarding opportunities which will benefit the student and positively impact the community, the culture and the nation.

**LET I and II** -- The mission of Leadership Education and Training (LET) is to enthusiastically motivate first year JROTC cadets to be better citizens. To accomplish this purpose, the text discusses citizenship, leadership, and a number of other courses designed to help the cadets succeed in high school and after graduation. Cadets wear the JROTC Army uniform once a week, at a minimum. Extracurricular activities include: Participation in community service activities/projects i.e., parades, formal ceremonies, ball games, etc.

**LET III and IV** -- The second year of Leadership Education and Training provides more cadet leadership opportunities and commitment. The program is split into units including: Techniques of Communication, Leadership, Cadet Challenge, Leadership Lab, First Aid, Map Reading, History, Your American Citizenship, Career Opportunities, and Role of the U.S. Army. The wearing of the uniform and extracurricular activities are the same as for LET-1.

**LET V and VI** -- The third year of Leadership Education and Training provides advanced leadership opportunities and responsibility. In this year, students will not only be more involved as teachers and leaders within the cadet battalion, but they will also do more independent studies in the areas of communication, leadership, current events, military history, map reading, career opportunities, and technology awareness. The wearing of the uniform and the extracurricular activities are the same as for LET-1.

**LET VII and VIII** -- The fourth year cadets take ownership of the program and are responsible for the daily cadet administration and perform as commanders and staff officers. They act as assistant instructors in selective subject areas for other JROTC classes. They continue to develop their leadership skills and plan special unit events such as the military ball and the annual awards banquet. The wearing of the uniform and the extracurricular activities are the same as for LET-1.





# CAREER & TECHNICAL EDUCATION

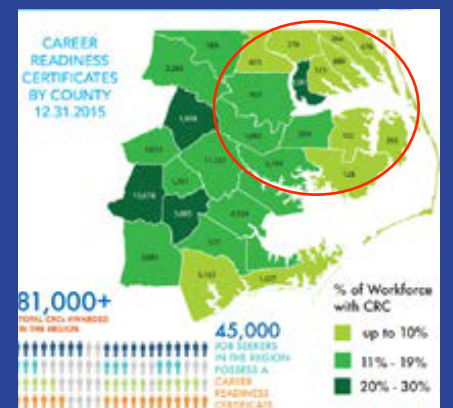
Career and Technical Education at John A. Holmes High School has a mission to better prepare high school graduates for entry into the post-secondary system and the workplace. Career and Technical Education courses are important for all students regardless of whether they will enter the workforce directly after high school or after pursuing higher education. Several Career and Technical Education courses offer students the opportunity to earn articulated community college credit and through relationships with local community colleges, Career and College Promise pathways allow students to take college courses and receive high school and college credit. John A. Holmes High School students may also earn business and industry certifications while in high school. Specific Career and Technical Education courses provide the knowledge and skills to take exams that qualify the students for these credentials.

Career and Technical Education, at the high school level, emphasizes applications of theory, problem solving and critical thinking skills that business, industry, and post-secondary institutions are encouraging students to acquire for further study in any field. Students taking Career and Technical Education courses can definitely get an early start on a technical degree, business and industry credentials and future employment opportunities. Program areas that are part of Career and Technical Education include:

- Agricultural Education**
- Business, Finance and Information Technology Education**
- Family and Consumer Sciences Education**
- Health Science Education**
- Marketing and Entrepreneurship Education**
- Technology Engineering and Design Education**
- Trade and Industrial Education**

Courses offered in each of the above program areas are described on the following pages. As you will see, students have a wide variety of college and career preparations available through these programs. Every program area is associated with a student organization that offers students the opportunity to develop leadership skills, participate in civic service, earn valuable scholarships and compete in regional, state, and national competitions. As students are being prepared for careers in the 21st century, Career and Technical Education stands out as an excellent delivery system for higher academic standards.

During the 2015-16 school year, Chowan County became the first county in Northeastern North Carolina to become certified as "Work-Ready." This map shows the percentage of the labor force in each county earning a National Career Readiness Certificate (CRC). The CRC is a portable, industry-recognized credential clearly identifying an individual's skills in reading for information, applied math and locating information. In order to be identified, Chowan County had to have at least 20-30% of the labor force with this certificate. The certificates are typically earned while in high school. In addition to the certificates, Chowan County was also judged on Cohort Graduation Rate and employer acknowledgement of the certificates.







## CTE Credentials & Certifications Available

Students will be eligible to earn these credentials and certifications at the completion of the course they accompany.

### Agriculture Science

Agriscience Applications: National Safe Tractor and Machinery Operation  
Animal Science I: NC Beef Quality Assurance & NC Pork Quality Assurance  
Animal Science II: NC Beef Quality Assurance, NC Pork Quality Assurance & Animal Waste Certification  
Horticulture I & II: Carolina Certified Plant Professional & NC Private Pesticide Applicator

### Business, Finance, and Information Technology, & Marketing and Entrepreneurship

Entrepreneurship I: Venture Entrepreneurial Expedition (EverFi)  
Personal Finance: EverFi  
Microsoft Word and PowerPoint: Microsoft Office Specialist Word & Microsoft Office Specialist PowerPoint  
Microsoft Excel and Access: Microsoft Office Specialist Excel & Microsoft Office Specialist Access

### Family and Consumer Sciences

Foods II - Enterprise: ServSafe Food Protection Managers Certification  
Early Childhood I: Cardiopulmonary Resuscitation (CPR)  
Early Childhood II: Lead Teacher Equivalency Certification & CPR

### Health Science

Health Science II: National Consortium for Health Science Education (NCHSE) Assessment, CPR, First Aid & OSHA 10-Hour Industry Certification  
Nursing Fundamentals: North Carolina Nurse Aide I

### Trade and Industry

Cabinetmaking I, II & III: OSHA 10-Hour Construction Industry Certification, WCA Sawblade Certification  
Advanced Manufacturing: MSSC Certification  
Public Safety II: Community Emergency Response Team (CERT)  
Advanced Digital Media: Adobe Photoshop, InDesign, Illustrator, Dreamweaver, Premier  
Adobe Visual Design: Adobe Photoshop, InDesign, Illustrator  
Adobe Video Design: Adobe Premiere  
Adobe Digital Design: Adobe Dreamweaver

### ACT WorkKeys

ACT WorkKeys exams are the foundation of the ACT National Career Readiness System (CRC), a job skills credentialing system. People can earn an ACT National CRC by taking three ACT WorkKeys exams: Applied Mathematics, Locating Information, and Reading for Information exams. They are awarded certificates of Platinum, Gold, Silver, or Bronze levels, depending on their test scores. ACT estimates that people scoring at the Bronze level qualify for approximately 17% of the jobs profiled by WorkKeys. A Silver score indicates skills for approximately 69% of those jobs profiled, a Gold indicates skills for 93% of the jobs, and Platinum indicates skills for 99% of the jobs. All Career and Technical Education students completing a pathway of four related courses are required to test prior to graduation.





## Agriculture

FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Animal Science I** **Maximum Enrollment: 25**

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include: animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credentials Available: NC Beef Quality Assurance & NC Pork Quality Assurance

### **Animal Science II** **Prerequisite: Animal Science I** **Maximum Enrollment: 25**

This course includes more advanced scientific principles and communication skills, including animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credentials Available: NC Beef Quality Assurance, NC Pork Quality Assurance & Animal Waste Certification

### **Animal Science II - Small Animals** **Prerequisite: Animal Science I** **Maximum Enrollment: 25**

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Agriscience Applications** **Maximum Enrollment: 25**

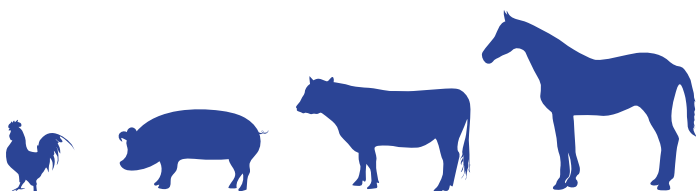
This course provides instruction that focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, and science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills, and introduction to all aspects of the total agricultural industry. Credential Available: National Safe Tractor and Machinery Operation

### **Equine Science I** **Maximum Enrollment: 25**

This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition and care in preparation for a career in the equine industry. Skills in biology, chemistry and mathematics are reinforced in this course.

### **Equine Science II** **Prerequisite: Equine Science I** **Maximum Enrollment: 25**

This course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience programs and supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.





### **Horticulture I**

#### **Maximum Enrollment: 25**

This course provides instruction of the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Credentials Available: Carolina Certified Plant Professional & NC Private Pesticide Applicator

### **Horticulture II**

#### **Prerequisite: Horticulture I** **Maximum Enrollment: 25**

This course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, career planning, and leadership/personal development. Credentials Available: Carolina Certified Plant Professional & NC Private Pesticide Applicator

## **Business, Finance, and Information Technology Education, & Marketing and Entrepreneurship Education**

Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Marketing**

#### **Maximum Enrollment: 25**

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion and selling. Students develop an understanding of marketing functions applications and impact on business operations.

Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Project Management I**

#### **Maximum Enrollment: 30**

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness.

### **Principals of Business and Finance**

#### **Maximum Enrollment: 25**

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



### **Personal Finance**

#### **Maximum Enrollment: 25**

This course prepares students to understand economic activities and challenges of individuals, 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 to protect personal and family resources and to apply procedures for managing personal finances.

Credential Available: EverFi

### **Microsoft Word and Power Point**

#### **Maximum Enrollment: 30**

The Microsoft IT Academy is a subscription-based membership program designed to help schools offer students learning solutions for IT skills training and certification as well as technology essentials for professionals. Students receive training in Microsoft technologies and are eligible to earn industry-recognized Microsoft certifications. The program provides students hands-on experience with the latest Microsoft software and web-based e-learning courses and allows students to link academic learning to real-world job skills. Microsoft IT Academy A covers Publishers, Word and PowerPoint.

Credentials Available: Microsoft Specialist Word and Microsoft Office Specialist PowerPoint

### **Microsoft Excel and Access**

#### **Maximum Enrollment: 30**

The Microsoft IT Academy is a subscription-based membership program designed to help schools offer students learning solutions for IT skills training and certification as well as technology essentials for professionals. Students receive training in Microsoft technologies and are eligible to earn industry-recognized Microsoft certifications. The program provides students hands-on experience with the latest Microsoft software and web-based e-learning courses and allows students to link academic learning to real-world job skills. Microsoft IT Academy B covers Excel and Access. Microsoft IT Academy B can be used as a completer/second level course for a pathway.

Credentials Available: Microsoft Specialist Excel and Microsoft Office Specialist Access

### **Entrepreneurship I**

#### **Prerequisite: Marketing or Personal Finance Maximum Enrollment: 25**

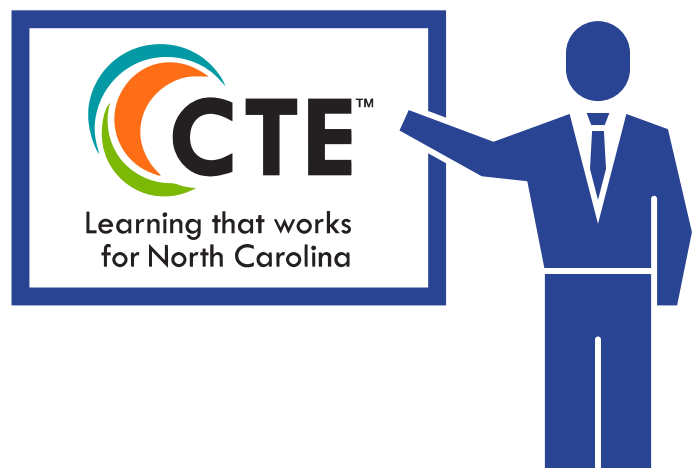
This course provides students with a solid foundation in understanding the rewards and risks of owning or operating a business enterprise. Areas of study will include personality traits of successful entrepreneurs, marketing, finance, human resources, management, and social and legal issues. Skills in communication, technical writing, mathematics, research, and problem-solving are reinforced as each student plans his/her own business. Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Projects, teamwork, and DECA leadership activities provide opportunities for application of instruction competencies. This course will help to prepare students for careers in entrepreneurship and /or help to prepare them for entrance into a college business curriculum.

Credential Available: Venture Entrepreneurial Expedition (EverFi)

### **Career Management**

#### **Maximum Enrollment: 30**

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning.







## Family and Consumer Sciences Education

Family, Career and Community Leaders of America (FCCLA) competitive events and SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Apparel & Textile Production I** **Maximum Enrollment: 18**

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion.

### **Apparel and Textile Production II** **Prerequisite: Apparel and Textile Production I - Maximum Enrollment: 20**

In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Interior Design I** **Maximum Enrollment: 25**

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color

theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced. Work-based learning strategies appropriate include business & industry field trip, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Parenting and Child Development** **Maximum Enrollment: 25**

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Skills in planning, communication, resource management, and problem solving are reinforced. Work-based learning strategies appropriate for this course include field trips and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. The focus is on children from infancy to age six. This course does not have a prerequisite, nor does it serve as a prerequisite for any course. It is recommended as excellent preparation for the study of Early Childhood Education I and II.

### **Early Childhood Education I** **(Two-block course for two credits)** **Maximum Enrollment: 16**

This two-credit course prepares students to work with children in early education and child-care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with younger children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply





essential standards and workplace readiness skills through authentic experiences. Parenting and Child Development is recommended as preparation for this course.

\*Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course. Students are required to have a tuberculosis test at their doctor's office or the Health Department before participating in internship activities.

Credential Available: CPR

### **Early Childhood Education II**

**Prerequisite: Early Childhood Education I (two-block course for two credits)**

**Maximum Enrollment: 16**

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child-care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course. Students are required to have a tuberculosis test at their doctor's office or the Health Department before participating in internship activities.

Credentials Available: Lead Teacher Equivalency Certification & CPR

### **Foods I - Maximum Enrollment: 20**

This course examines nutritional needs of the individual. Emphasis is placed on the relationship of the diet to health and on the selection of food to satisfy needs. Skills in science and mathematics are reinforced in this course. Students learn the principles of organizing and managing a kitchen and its equipment. Proper techniques for selecting and preparing a variety of foods will be explored through hands-on applications. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace skills to authentic experiences. This course is designed to

provide the essential skills for future enrollment in the culinary arts career pathway.

### **Foods II - Enterprise**

**Prerequisite: Foods I**

**Maximum Enrollment: 20**

This course places heavy emphasis on food safety and sanitation. Students complete the nationally recognized National Restaurant Association Educational Foundation's ServSafe Food Protection Manager Certification Examination which articulates to many post-secondary education settings and is highly valued in the food service industry. A live project offers students the opportunity to expand their learning within the school community by establishing an entrepreneurial activity that includes taste testing, market surveys, and product distribution.

Credential Available: ServeSafe Food Protection Managers Certification

## **Health Science Education**

Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

### **Biomedical Technology I**

**Maximum Enrollment: 30**

This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include: ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. Work-based learning strategies appropriate for this course include service learning and job shadowing. Health Occupation Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Health Team Relations**

**Maximum Enrollment: 30**

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.



### **Health Science I**

#### **Maximum Enrollment: 30**

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. While not a prerequisite for Health Science I, students who take Health Team Relations first find the vocabulary in Health Science I easier to master.

### **Health Science II**

#### **Prerequisite: Health Science I**

#### **Maximum Enrollment: 20**

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credentials Available: National Consortium for Health Science Education (NCHSE) Assessment, CPR, First Aid & OSHA 10-Hour Industry Certification

### **Nursing Fundamentals**

#### **Prerequisite: Health Science II (Two-block course for two credits)**

#### **Maximum Enrollment: 10**

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare the students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Health care agencies may require testing for tuberculosis and/or other diseases

and a criminal record check for felonies related to drugs. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credential Available: North Carolina Nurse Aide I

## **Technology, Engineering and Design**

### **Technology Engineering and Design**

#### **Maximum Enrollment: 20**

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. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing.

### **Technological Design**

#### **Prerequisite: Technology, Engineering, and Design - Maximum Enrollment: 20**

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing.

### **Engineering Design**

#### **Prerequisite: Technological Design**

#### **Maximum Enrollment: 20**

This course continues to apply the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include: investigating technological system, design optimization, and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect, and report data. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning and job shadowing.



## Trade and Industrial

SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Advanced Manufacturing I** **Maximum Enrollment: 25**

This course is the first part of a two part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers introduction to manufacturing, safety, and quality and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics include: 21st century skills, working in manufacturing, understanding customers' need, communication strategies, how to develop and deliver training, manufacturing safety, personal protective equipment, fire and electrical safety, blueprint reading, basic measurements, precision tools, quality systems, corrective action process, and verification processes. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic work experience.

### **Advanced Manufacturing II** **Prerequisite: Advanced Manufacturing I** **Maximum Enrollment: 25**

This course is the second part of a two-part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers introduction to manufacturing, safety, and quality and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics included in this course are identifying customers' needs, determining resources available for production process, equipment setup, setting team production goals, perform and monitor the process to make a product, document the process and determine product shipping or distribution, and performing routine maintenance of electrical, pneumatic, hydraulic, and machine automation. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic work experience.

### **Cabinetmaking I** **Maximum Enrollment: 18**

This course introduces career information, employment opportunities, and skills required for work in the furniture and cabinetmaking industry. Topics include tools and equipment, theory, and practice, types of woods, finishes, styles, bonds, and fasteners. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credential Available: OSHA 10-Hour Construction Industry Certification and WCA Sawblade Certification

### **Cabinetmaking II** **Prerequisite: Cabinetmaking I** **Maximum Enrollment: 18**

This course teaches the development of knowledge and skills in the furniture and cabinetmaking industry. Emphasis is placed on construction principles applied to mass production and the construction and installation of cabinet drawers and doors. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credential Available: OSHA 10-Hour Construction Industry Certification and WCA Sawblade Certification

### **Cabinetmaking III** **Prerequisite: Cabinetmaking II** **Maximum Enrollment: 18**

This course teaches the development of advanced knowledge and skills in the furniture and cabinetmaking industry. Further emphasis is placed on construction principles applied to mass production and the construction and installation of cabinet drawers and doors. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Credential Available: OSHA 10-Hour Construction Industry Certification and WCA Sawblade Certification





### **Digital Media**

#### **Maximum Enrollment: 25**

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in this course include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development.

### **Advanced Digital Media**

#### **Prerequisite: Digital Media**

#### **Maximum Enrollment: 25**

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credential Available: Adobe Photoshop, InDesign, Illustrator, Dreamweaver, Premier

### **Adobe Visual Design**

#### **Maximum Enrollment: 20**

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, In-design, and Illustrator certification. Work-based learning strategies appropriate for this course include job shadowing. Credentials Available: Adobe Photoshop, InDesign, Illustrator

### **Adobe Digital Design**

#### **Prerequisite: Adobe Visual Design**

#### **Maximum Enrollment: 20**

This course is a project-based course that develops ICT, career, and communication skills in Web design and animation using Adobe tools. This course is aligned to Adobe Dreamweaver and Flash certification. Work-based learning strategies appropriate for this course include job shadowing. Credential Available: Adobe Dreamweaver

### **Adobe Video Design**

#### **Prerequisite: Adobe Digital Design**

#### **Maximum Enrollment: 20**

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. Work-based learning strategies appropriate for this course include job shadowing.

Credential Available: Adobe Premiere

## **CTE Advanced Studies**

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

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), (FBLA), Future Farmers of America (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and 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.

### **CTE Internship**

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

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.





# ATHLETICS

Welcome to the Athletic Program at John A. Holmes High School. We invite you to join a program with a rich tradition of pride and excellence both on and off the field. Many of the athletes who have preceded you have provided JAH with a highly regarded reputation in northeastern North Carolina. We hope that your involvement in this program will provide you with rewarding and worthwhile experiences and that you can make a contribution to further enhance the reputation of Edenton and its athletic programs. In recent years, our teams and individual athletes have earned all conference accolades and/or championships in the Northeastern Coastal Conference, the East Region, and at NCHSAA State 2A Championships. Beginning in school year 2017-2018, John A. Holmes High School will be a member of the Albemarle Athletic Conference, and will participate in the NCHSAA / A classifications.

## Eligibility

All teams and coaches will observe the regulations of the North Carolina High School Athletic Association (NCHSAA), the North Carolina Department of Public Instruction (NCDPI), and the Edenton – Chowan Schools System. All student-athletes must be properly enrolled as a student at the time they participate. They must live with the parents or legal guardians within the school district. There are special conditions covering non-residents, not living with parents, etc. To participate in athletics students must not have exceeded 8 consecutive semesters of attendance or not have participated in more than 4 seasons in any sport after entering the 9th grade. No student may participate on an athletic team if his/her 19th birthday comes on or before August 31st. In order to participate in any sport a student in a 4 x 4 block schedule must pass 3 courses for the semester immediately prior to the semester of participation and meet local LEA promotion standards.

A student must be regularly enrolled, full-time in the current semester; must be taking at least three (3) classes to play. The NCHSAA does not recognize “work-release” as a credit for eligibility. An “internship” class must track daily attendance and must be graded with a letter (A,B,C,D) grade, not Pass / Fail.

A student-athlete who is not eligible at the beginning of a semester (8-day period) is not eligible at any time during that semester. Exception: a student who receives an INC which causes him/her to fail to meet the minimum number of courses. Once that credit is received, the student immediately becomes eligible again. Any student that is academically eligible at the beginning of the semester will remain eligible throughout the course of the semester.

Due to the time frame of the end of the first semester, newly eligible students could possibly be added to the sports team roster after joint consideration by the principal, athletic director, and the head coach of that particular sport.

There are rules governing participation on non-school related teams. It is allowed, but restricted. Be sure to let your coach know if you are participating on an AAU team, a “club” team, etc.

As an athletic dept. we feel that any workout, practice, meeting, and contest involving JAH. will always take precedent over any AAU, club, travel, select, or showcase team that has no affiliation with JAH.

There are rules for participating in all-star, bowl, and benefit games with strict penalties if those rules are not “followed to the letter.” Seek advice from your coach BEFORE participating on a non-school related team.

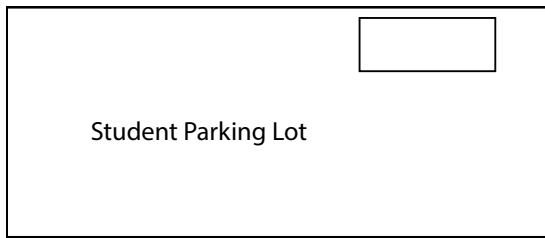
Participation in sports is a privilege, not a right. Extracurricular sports are generally governed by the rules established by the North Carolina State Board of Education and the North Carolina High School Athletic Association. In addition to the NCHSAA, each team’s coach may have his/her own set of rules and expectations that will be explained and distributed to all players and parents at the beginning of the season at the pre-season parent meeting.

The John A. Holmes High School Athletic Handbook can be found on the school’s website which can be found on the district’s website at [www.ecps.k12.nc.us](http://www.ecps.k12.nc.us), go to schools, John A. Holmes High School, Athletics, and click on the Athletic Handbook in the middle of the page.



# SPORTS OFFERED

Fall	Winter	Spring
JV and Varsity Football Men's Soccer JV and Varsity Women's Volleyball Men's and Women's Cross Country Women's Tennis Cheerleading	Men's JV and Varsity Basketball Women's JV and Varsity Basketball Men and Women's Swimming Wrestling Cheerleading	JV and Varsity Baseball Varsity Softball Men and Women's Track Women's Soccer Men's Tennis Men and Women's Golf



John A. Holmes High School Classroom Map

