

# North Henderson Freshmen Registration Handbook



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"A Goal without a plan is just a wish." –Antoine de Saint-Expuery

[North Henderson High School Website](#)

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## Student Success

It may seem like your student is growing up fast, but that doesn't mean he or she no longer needs your help with school. Below is a list of things you can do to make sure your student stays on track for a successful future.

- ✓ Help your student choose challenging high school courses. Strong academic preparation is the number one predictor of success in college.
- ✓ Attend high school planning sessions, orientations, and open houses with your student. Know what is on the school calendar, visit the school website, and attend school events.
- ✓ Learn more about saving and financial aid for college at CFNC.org (Paying for College and NC 529 Plan College Savings).
- ✓ Talk with your student about future plans. Together, visit CFNC.org to learn more about career options (Career Center) and North Carolina colleges (College Fair).
- ✓ Meet regularly with teachers and the school counselor to discuss your student's progress and potential.
- ✓ Make sure you and your student know the entrance requirements for colleges of particular interest to you both, as these will affect your student's high school course work. College entrance requirements are available from your student's school counselor or at CFNC.org (Student Planner).
- ✓ Encourage your student to set up a My CFNC account at CFNC.org and enter 9th grade courses into the online High School Planner (Student Planner).
- ✓ Store activities, honors and awards, and extracurricular activities, including volunteer work and paid employment, at CFNC.org (Student Planner).
- ✓ Encourage your student to:
  - Develop good study habits and time management skills.
  - Take challenging courses.
  - Get involved in groups and activities both in and outside of school.
- ✓ When in doubt, ask questions! Talk to your student's school counselor

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## Important Dates

**February 14-** Career Technical Education (CTE) Expo in the AVMS Commons Area

**February 19-February 21-** NHHS counselors meet with students in small groups to talk about the expectations for high school, NC graduation requirements and answer any questions students may have about transitioning to high school. Registration handbooks will also be distributed.

**February 22-** 8<sup>th</sup> grade tour of NHHS

**February 25-** Course Selection Worksheets (located on the back page of this book) are due, with parent/guardian signature, no later than February 25th to your English teacher.

**February 26- February 27-** Students register for freshmen courses during their English class with the assistance of NHHS counselors.

\*Freshmen Orientation (date to be determined) will be held the week prior to the start of the 2019-2020 school year.

## Graduation Requirements

Subject	Number	Requirements
English	4	English 1, English 2, English 3, English 4
Math	4	NC Math I, NC Math II, NC Math III, 4th Math aligned to the students' post high school plan
Science	3	Earth & Environmental Science, Biology, <b>and</b> 1 of the following physical science courses: Chemistry, Physics, or Physical Science
Social Studies	4	World History, American History I, American History II, Civics & Economics
Health & PE	1	Health & PE usually taken during 9th grade year
Foreign Language		Not required for graduation; however, 2 credits of the same foreign language are required for admission into 4-year NC colleges & universities
Electives	12	12 elective courses
<b>Total</b>	<b>28</b>	<b>28* total credits required for graduation.</b>
Graduation Project		Students must spend at least 10 contact hours with an approved mentor, complete a research paper, and make a presentation.

\*Total required credits for transfer students will vary

## Important Information

### Promotion Requirements

Promotion from 9th to 10th grade= 6 credits

Promotion from 10th to 11th grade= 13 credits

Promotion from 11th to 12th grade= 20 credits

\*In order to earn a diploma from NHHS a student must earn 28 credits

### NHHS Attendance Policy

- Once students arrive on campus they are expected to stay on campus.
- The morning warning bell rings at 7:59 am.
- The tardy bell rings at 8:00
- TARDY POLICY: Students may be tardy four times per semester/per class. Following the fourth tardy, students will receive ISS (In School Suspension).
- Henderson County Board Policy 405 states that students may miss a maximum of five days of class per semester (excused or unexcused). Students who miss more than the allowed five days must make up the missed class time by through Attendance Recovery
- Students must be in attendance for 2/3 of the class period (60 min.) on a typical day to be counted present.

### Driver Education

All students under 18 must complete Driver Education prior to applying for a Learner's Permit. A student is eligible to begin Driver Education at 14 1/2 years of age. NHHS offers summer classes as well as sessions before and after school during the regular school year. In addition, Mountain Professionals NC Driving School offers an online Drivers

Education course. Find more information on [Mountain Professionals NC Driving School](#). Students who wish to enroll in driver's education at NHHS may pick up a driver's ed. Form in the Counseling Office.

### **Grading and Report Cards**

Report cards are sent to the parents approximately 5 working days after the end of each grading period. Parents can also access grades through the Powerschool Parent Portal. The following is an explanation of the meaning of the grades on the report cards:

Grade	Numerical Grades
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

### **Weighted Grades**

All courses on a student's transcript will be weighted according to the state scale. Basic courses carry the following quality points; A-4, B-3, C-2, D-1. Honors classes will receive 1/2 additional quality point, and Advanced Placement classes will receive 1 additional quality point.

### **Class Rank**

Class rank is determined by grade point average (GPA) based on the weights listed above. Class rank for purposes of determining Honor Block, speakers at graduation, NC Scholars, and Junior Marshals are determined after the third nine weeks grading period.

## **Academic Honors**

### **Arts Honors**

Students may qualify for arts honors by completion of a minimum of 3 cumulative course credits in one art discipline, of which 1 credit must be taken in the junior or senior year, and the attainment of a 3.5 cumulative grade point average in that discipline as well as a 3.0 GPA overall.

### **Career-Technical Education Scholars**

The Henderson County CTE Scholars Program was established to recognize students who have excelled in CTE education. Induction into the CTE Scholars Program requires students to meet several criteria including: completion of specified CTE courses, 3.25 GPA in all CTE courses, 3.0 GPA overall, Membership in a CTE organization, application process, and recommendations.

### **Honor Block**

GPA is calculated after the 3rd 9 weeks for seniors to qualify for Honor Block. Students who have maintained a 3.9 weighted GPA or are in the top 5% of the class (whichever yields the most students) will be recognized as Honor Block Students.

### **Junior Marshals**

GPA is calculated after the 3rd 9 weeks for juniors who qualify as Junior Marshals. Junior Marshals will be identified in 1 of 2 ways at the principal's discretion: top 10% of the junior class OR the top 15 students.

## **NC Academic Scholars**

Students must: Complete all of the course requirements for a North Carolina high school diploma, have an overall 4-year un-weighted GPA of 3.5, and complete specific course requirements. View [NC Academic Scholars requirements](#).

## **Honor Rolls**

North Henderson High School has 2 honor rolls determined at the end of each of the 4 quarterly grading periods. The "A" honor roll includes all students who have all "A's." The "A-B" honor roll includes all students who have all "A's" and "B's."

## **National Honor Society**

North Henderson has a chapter of the National Honor Society whose members are inducted on the basis of character, scholarship, leadership, and service. Information about the NHS may be obtained from the faculty sponsor at North.

## **Scholarships**

Students should be aggressive in the search for scholarships beginning in the fall of their senior year. The [NHHS Counseling Department's webpage](#) contains up-to-date information and active links to all of our local scholarships.

## **Enrollment Options**

### **Henderson County Career Academy**

The Career Academy (formerly Balfour Education Center) offers multiple academies which offer a variety of classes & certifications to Henderson County students. Academies include: Firefighter Academy; Food Service Academy; Mechatronics Academy.

### **Advanced Placement (AP) and Honors Classes**

HCPS offers a variety of honors and AP classes which are more academically challenging and in which instruction moves at a faster pace than in regular classes; therefore students included in these classes must meet admission standards.

### **Blue Ridge Community College**

Eligible students can simultaneously earn high school and college credits tuition-free through the [BRCC Career and College Promise program](#). To be considered eligible, students must be a junior or senior in high school, and:

For Transfer Pathways:

- Have a 2.8 unweighted high school GPA, or
- Be college-ready in English reading and math, as determined by scores on a standardized and/or placement test

For Career and Technical Education Pathways

- Have a 2.8 unweighted high school GPA, or
- Be college-ready in English reading and math, as determined by scores on a standardized and/or placement test

\*Students with an unweighted GPA below 2.8 may qualify for certain CTE pathways with the recommendation of their high school principal.

## Athletics

### Athletic Eligibility

In order to participate during a semester in interscholastic high school athletic competition, a student must:

1. Be in attendance a minimum of 85% of the previous semester.
2. Pass 3 out of 4 classes.
3. Not be 19 years of age on or before Oct. 16th of the school year in which he/she is participating.
4. Not participate after the 8th consecutive semester since first entering the 9th grade.
5. Not be under suspension. Any students on ISS or OSS may not participate in practice or a game on the day of suspension.
6. Be counted present on the date of participation.
7. Minimum 2.0 GPA from prior semester course work.
8. Students must have a current physical on file at the school

### NCAA Eligibility Center

The NCAA established the Eligibility Center to determine if high school athletes meet the NCAA academic standards to participate in freshman college athletic programs. Students interested in post-secondary athletics must meet the [NCAA eligibility criteria](#). Division I requires that a student take 16 core courses and maintains a 2.3 GPA in their 16 core courses and meets the minimum sum ACT or SAT (critical reading and math only) score that matches the 16 core-course GPA. (The full sliding scale can be found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) under Resources.) Division II requires that a student take 16 core courses and maintains a 2.0 GPA in their 16 core courses and meets minimum sum ACT score of 68 or SAT score of 820 (critical reading and math only).

### UNC System Minimum Admission Requirements

Applicants applying for first-time admission as freshmen to one of the 16 UNC campuses must meet the following minimum admission requirements:

- Minimum GPA: 2.5
- Minimum ACT: 17
- Minimum SAT: 800

### North Carolina High School Diploma Endorsements

Students in North Carolina public schools may receive one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for college or careers. View [NC endorsement requirements](#). The five endorsements are:

- **Career Endorsement** indicating completion of a rigorous course of study that includes a Career Technical Education concentration
- **College Endorsement** indicating readiness for entry into community colleges
- **College/UNC Endorsement** indicating readiness for entry into a four-year university in the University of North Carolina system
- **NC Academic Scholars Endorsement** indicating that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education
- **Global Languages Endorsement** indicating proficiency in one or more languages in addition to English



## NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

The students who qualify for this special recognition:

- Will be designated by the State Board of Education as North Carolina Academic Scholars.
- Will receive a seal of recognition attached to their diplomas.

Students must:

- Begin planning for the program before entering 9th grade to ensure they obtain the most flexibility in their courses.
- Complete all the requirements of this North Carolina Academic Scholars Program.
- Have an overall four-year *un-weighted* grade point average of 3.500
- Complete all requirements for a North Carolina high school diploma.

### NC Scholars Requirements

Credits	Courses
4	English I, II, III, IV
4	Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite.
3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
4	Social Studies (World History, Civics/Economics, American History I and American History II
1	Health and Physical Education
6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area
3	Higher level courses taken during junior and/or senior years which carry 4.5 or 5 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses - On-line courses -Other honors or above designated courses

## What is GPA and why is it important?

Your GPA is your “**grade point average**” and it is the calculated average of your grades. Henderson County uses a 4.0 scale. Honors courses receive an additional .5 point and AP and CCP courses receive an additional 1 point when calculating GPA.

During high school, each one of your final letter grades is recorded as a specific percent (example 92% in English I). When calculating GPA these percentages are each assigned a point value (**0-4 points**). These points are then averaged together to determine your GPA. Your GPA is calculated at the end of each high school semester.

Over the course of high school, starting with first semester freshman year, you will earn a GPA at the completion of each semester. **Your cumulative GPA is the ongoing average of all of your semester grades.**

The courses you take in high school and the grades you earn are recorded on your transcript. Your transcript also indicates your GPA as well as your class rank. Your transcript is your official academic record. Colleges, scholarship programs as well as employers will judge applicants based on criteria which includes GPA. A high GPA shows that you worked hard in high school and indicates that you will likely do the same in college or in a job.

**In short, the sum of your academic performance in all of your classes throughout high school is reflected in your GPA.**

Your Grade	Standard grade point value	Honors grade point value	AP and CCP Grade point value
A - 100-90	4.0	4.5	5.0
B - 89-80	3.0	3.5	4.0
C - 79-70	2.0	2.5	3.0
D - 69-60	1.0	1.5	2.0
F - 59-0	0	0	0

## How do I determine my GPA?

For each class listed on your report card, list the grade you earned and assign points using the scale above.

Name of Class	Grade	Points
Class One:	Grade:	Points:
Class Two:	Grade:	Points:
Class Three:	Grade:	Points:
Class Four:	Grade:	Points:
Class Five:	Grade:	Points:
Class Six:	Grade:	Points:
Class Seven:	Grade:	Points:

**To calculate your GPA add your total points and divide by the number of classes taken.**

**Total Points = \_\_\_\_\_ ÷ Total number of classes \_\_\_\_\_ = \_\_\_\_\_ (this is your GPA)**

## **NHHS Clubs and Activities**

Do you want to have great high school experience? GET INVOLVED! North Henderson High School offers a wide variety of clubs and activities for students to enjoy. It comes as no surprise that students who are involved in high school clubs and organizations generally perform better in the classroom, have more opportunities to build relationships and friendships, and tend to have a more fulfilled high school experience overall. In addition, involvement in school clubs and organizations provide opportunities for student leadership positions and school involvement looks great on college and scholarship applications.

### ***A.I.M. Club***, Areli Perez

A.I.M. stands for Action, Inspiration, and Motivation. Our mission is to encourage leadership through community service, share cultural experiences, and promote higher education. In the past we have visited colleges such as Western Carolina, Brevard College, and many more. We have volunteered with El Centro for Dia de los Muertos, attended Soy un Lider Conference in Guilford College, and work closely with Conserving Carolina on hiking trips. ***Who can join?***

***Anyone***

### ***Air Force JROTC***, Major Kevin Den Boer and MSgt Douglas Draper

The mission of AFJROTC is to "Develop citizens of character dedicated to serving their nation and community." AFJROTC is not an USAF accessions program and cadets are never under any obligation to join the military. AFJROTC is designed to educate and train high school cadets in citizenship, promote community service, instill personal responsibility, character, and self-discipline. The program achieves this through classroom education in air and space fundamentals and hands on learning opportunities in a number of fun and challenging extra-curricular activities. The AFJROTC program is grounded in the Air Force's core values of "integrity first, service before self, and excellence in all we do."

***Who can join? Anyone***

### ***Art Club***, Marley Moreno

Art club is a place where students (whether or not they are currently in art class!) can come to work on their own art alongside other students. ***Who can join? Anyone***

### ***The Board Game Club***, Mia Smith, Ian Selig, and Hannah Ratawoski

Students meet after school to play a variety of board games. Board game club focuses on having some friendly competition while working through low-stakes challenges and solving problems with their peers. ***Who can join?***

***Anyone***

### ***The Computer Club***, Jennifer Abel

Focusing on learning about technology and computer science, the computer club works on different projects that allow students to learn how to use multiple forms of technology. 3D printing, coding, and programming are skills that computer club utilizes and learn about to complete projects. ***Who can join? Anyone***

### ***Dance Team***, Chelsea McGinnis

The North Henderson High School Dance Team is a group of dancers who have auditioned to be on the team. Their primary aim is to promote school spirit through dance at football games, basketball games, and pep rallies. The dance team will be given instruction in dance technique including hip-hop and jazz dance. They are expected to be good role models within the NHHS community and be enrolled in the honors proficient dance class during fall semester. ***Who can Join? Incoming sophomores, juniors, & seniors who attend several days of dance intensives before auditioning for the team in late April/early May***

**DECA**, Christopher Decker

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. **Who can join? Any student that has taken Marketing, Sports Entertainment Marketing, Entrepreneurship.**

**Diversity Club**, Wayne Nock

A safe, welcoming club for LGBTQ+ students and allies. **Who can join? Anyone**

**Dungeons and Dragons Club (D and D)**, William Townsend and Breanna Davis

Students meet and play our own Dungeons and Dragons games. **Who can join? Anyone**

**Fellowship of Christian Athletes (FCA)**, Heang Uy and Tracy Queen

Christian outreach organization with ministry to athletes, coaches, and community. **Who can join? Anyone**

**Family Career Community Leaders of America (FCCLA)**, Molly Lytle

This is a co-curriculum CTE student-led organization. FCCLA is a club dedicated to the betterment of family, occupation, and community relations. **Who can join? Family and Consumer Science students**

**Future Farmers of America (FFA)**, Gary Blackwell

This is a co-curriculum CTE student-led organization FFA is a youth organization that prepares members for premier leadership, personal growth and career success through agricultural education. **Who can join? Students who are enrolled in an agriculture class**

**French Club**, Mary Rogers

We promote fun, fellowship, and French culture. You don't have to speak French to join! We play games, talk about French culture and share food. We cook crepes too! We do take part in one major service project a year by being involved in Knights vs. Cancer in May. **Who can join? Anyone**

Future Business Leaders of America (FBLA), Tara Hearnese

This is a co-curriculum CTE student-led organization for students who are currently (1st or 2nd Semester) enrolled in a Business, Finance or Technology education class. We attend leadership conferences & competitions, perform community service, support our school and learn to network, etc. **Who can join? Students MUST be in one of the Business, Finance or Technology Education course either 1st or 2nd Semester or have taken two such classes in the past.**

**Guitar Club**, Paul Jones

A group of students that share a common interest in playing the guitar. **Who can join? Anyone, all levels, from beginners to advanced, are welcome.**

**Health Occupation Students Of America (HOSA)**, Kathy Pryor

This is a co-curriculum CTE student-led organization. The mission of HOSA is to empower HOSA-Future Health Professionals to become leaders in the global health community through education, collaboration, and experience. **Who can join? Those who are interested in Health Care**

**Interact Club**, Deana Aiken

A service organization supported by Rotary International with a focus on education and world health issues. Specifically Alzheimers research and Polio eradication. **Who can join? Anyone**

**Key Club**, Katrina Poeta

A service organization that is a subsidiary of the International Kiwanis Club. We serve our school, community and country through our time and effort. **Who can join? Anyone at the beginning of each school year.**

**Knights Vs Cancer**, Sue Moon

Our mission is to raise funds and awareness for the fight against cancer. We sponsor numerous events for the cause. In May, we have a festival for the entire community to join the fight. **Who can join? Anyone**

**Marching Band Color Guard**, Morgan Narron and Steve Sigmon

We do the visual work and routines for the marching band show. This involves working with flags, rifles, and sabers. Some dance routines will be incorporated into the show as well. **Who can join? Anyone. You do not need have any experience with marching band or color guard to join.**

**SkillsUSA**, Jeff Soesbee and Keith Deese

This is a co-curriculum CTE student-led organization. SkillsUSA is a partnership of students, teachers, and industry working together to ensure that America has a skilled workforce. We help every student excel. **Who can join? Anyone who is currently taking, plans to take, or has taken in the past, a Trade and Industrial class**

**Spanish Club**, Mia Smith

A club that celebrates Spanish culture. Our meetings focus on talking about Spanish food and culture in a fun setting that can involve watching movies in Spanish or collaborating on a meal. We do complete one major service project a year by participating Knights vs. Cancer in May. **Who can join? Anyone**

**Student Council**, Sue Moon

Our mission is to improve the quality of life for NHHS students. We sponsor pep rallies, Homecoming, Semi-Formal Dance, Bonfire, and numerous other events. This organization is the voice of our students. **Who can join? Each LEAD room has a representative elected for representation. Interested individuals can join as Merit Members.**

## Freshmen Core Courses

### **English I**

This course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction.)

### **English I - Honors**

Designed for the high achieving student, this course follows the English I Standard Course of Study but includes extension and enrichment activities beyond the standard course. Students will be expected to move at a faster pace and demonstrate mastery of concepts and skills at a greater level of complexity than in the standard course. Student must meet honors enrollment criteria.

### **English II**

The curriculum emphasizes an intensive study of literary genres, the writing of exposition, persuasion, poetry, and world literature.

### **English II - Honors**

Designed for the high achieving student, this course follows the English II Standard Course of Study but includes extension and enrichment activities beyond the standard course. Students will be expected to move at a faster pace and demonstrate mastery of concepts and skills at a greater level of complexity than in the standard course.

### **Foundations of NC Math**

This ninth grade math course provides an in depth study of solving equations and inequalities, graphing equations, linear functions, and polynomials. This course does not count toward the 4 required mathematics courses for future-ready core graduates, but will count as an elective course credit. **PREREQUISITE:** Teacher placement

### **NC Math I**

Math I continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems.

### **NC Math I - Honors**

Designed for the high achieving student, Math I continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems.

### **NC Math II**

Math II continues students' study of geometric concepts building upon middle school topics. Students will move from an inductive approach to deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane.

### **NC Math II - Honors**

Designed for the high achieving student, this course follows the Math II Standard Course of Study but includes extension and enrichment activities beyond the standard course. Students will be expected to move at a faster pace

and demonstrate mastery of concepts and skills at a greater level of complexity than in the standard course. Student must meet honors enrollment criteria.

### ***NC Math III - Honors***

Designed for the high achieving student, this course follows the Math III Standard Course of Study but includes extension and enrichment activities beyond the standard course. Students will be expected to move at a faster pace and demonstrate mastery of concepts and skills at a greater level of complexity than in the standard course. Student must meet honors enrollment criteria.

### ***Earth/Environmental Science***

This course focuses on the function of the Earth's systems. Emphasis is placed on matter, energy, plate tectonics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. Learners will study natural and technological systems.

### ***Earth/Environ Science - Honors***

Designed for the high achieving student, this course follows the Earth/ Environmental Standard Course of Study, but includes extension and enrichment activities beyond the standard course. Students will be expected to move at a faster pace, and demonstrate mastery of concepts and skills at a greater level of complexity than in the standard course.

### ***World History***

This course gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. World History fosters an approach to contemporary global issues rooted in an understanding of the forces of continuity and change that have shaped the course of human history. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living of civilizations around the world. This course is required for graduation.

### ***World History - Honors***

Designed for the high achieving student, this course follows the World History Standard Course of Study but includes extensions and enrichment activities beyond the standard course. Students will be expected to move at a faster pace and demonstrate mastery of concepts and skills at a greater level of complexity than in the standard course.

### ***Health & Physical Education – Women OR Health & Physical Education - Men***

The course of study in health includes the following units: Mental Health Problems (conflict and stress), Substance Use and Abuse (addictive drugs), Nutrition and Weight Management, Disease Prevention, and Family Life Education (dating, marriage, and family relationships). The physical education program incorporates new activities such as speedball, badminton, social dance, weight training, and European team handball. Other activities include gymnastics, volleyball, basketball and softball.

## **Foreign Language**

### ***French I***

This course is an introduction to the study of the foreign language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and life-styles. Grammar is integrated throughout the course and is selected according to the language needs.

## ***Spanish I***

This course is an introduction to the study of the foreign language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and life-styles. Grammar is integrated throughout the course and is selected according to the language needs.

***Students may register for Spanish II if currently taking Spanish I (8th grade) and with teacher recommendation.***

## **Arts Electives**

### ***Band (Beginning)***

Students in Band courses will study various music styles and fundamentals of music. Objectives of the concert band program are to broaden and develop the students' appreciation for various types of band music; to develop techniques and skills; to learn a basic knowledge of music and terminology and composition; to learn the values of self-discipline through practice; to perform in a music ensemble which requires individual responsibility toward the group process. Students will perform music in concert, competitions, and festivals. Each level of Concert Band increases in sophistication of the content and instruction. Students must successfully complete each level of Concert Band in order to progress to the next level. After school and/or evening practices or performances will be required.

### ***Band (Intermediate)***

Students in Band courses will study various music styles and fundamentals of music. Objectives of the concert band program are to broaden and develop the students' appreciation for various types of band music; to develop techniques and skills; to learn a basic knowledge of music and terminology and composition; to learn the values of self-discipline through practice; to perform in a music ensemble which requires individual responsibility toward the group process. Students will perform music in concert, competitions, and festivals. Each level of Concert Band increases in sophistication of the content and instruction. Students must successfully complete each level of Concert Band in order to progress to the next level. After school and/or evening practices or performances will be required.

### ***Dance (Beginning)***

Using a modern dance-based approach, this course explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of career opportunities in dance as well as connections with other art forms and subject areas. Students will create a portfolio which contains written and/or visual examples of their work.

### ***Orchestra (Beginning)***

Students in the orchestra courses will study various music styles and fundamentals of music. Objectives of the orchestra program are: to broaden and develop the students' appreciation for various types of orchestra music; to develop techniques and skills; to learn a basic knowledge of music and terminology and composition; to learn the value of self-discipline through practice, concentration and sensitivity; and to perform in a music ensemble which requires individual responsibility toward group success. Students will perform in concert, competitions, and festivals.



Each level of vocal music increases in sophistication of the content and instruction. After school and/or evening practices or performances may be required at all levels.

### ***Orchestra (Intermediate)***

Students in the orchestra courses will study various music styles and fundamentals of music. Objectives of the orchestra program are: to broaden and develop the students' appreciation for various types of orchestra music; to develop techniques and skills; to learn a basic knowledge of music and terminology and composition; to learn the value of self-discipline through practice, concentration and sensitivity; and to perform in a music ensemble which requires individual responsibility toward group success. Students will perform in concert, competitions, and festivals. Each level of vocal music increases in sophistication of the content and instruction. Students must successfully complete each level of orchestra in order to progress to the next level. After school and/or evening practices or performances may be required at all levels. **Prerequisite:** instructor recommendation.

### ***Theatre Arts (Beginning)***

This course promotes learning the essential vocabulary and processes of theatre as well as reading, writing, and researching theatre literature, acting and technical theatre. Acting experience in this course, addressed in goal 2, includes exploring the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing related to theatre study. In addition, students learn about and reflect on aspects of theatre through history and in different cultures, as well as the various forms of theatre and theatre-related media. Students have opportunities for practical application of knowledge in informal productions. This course develops creativity and spontaneity in those students wanting to explore theatre, as well as those who wish to commit to a theatre program. Students create a portfolio or collection of their work and related activities that can grow as a result of subsequent theatre arts courses.

### ***Visual Arts (Beginning)***

This course is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two-dimensional and three-dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout this course.

### ***Vocal Music (Beginning) – Concert***

Students in vocal music courses will study many styles of music and fundamentals of music. Objectives of the vocal music program are to broaden and develop the students' appreciation for various types of vocal music, to develop good vocal techniques and skills, to learn a basic knowledge of music and terminology and notation, to learn the value of self-discipline through practice, and to perform individually and in ensemble which requires individual responsibility toward the group process. Students will perform in concert, competitions, and festivals. Each level of vocal music increases in sophistication of the content and instruction. Students must successfully complete each level of vocal music in order to progress to the next level. Instructor recommendation is required for each course after first level courses. After school and/or evening practices or performances may be required at all levels.

### ***Vocal Music (Intermediate) – Concert***

Students in vocal music courses will study many styles of music and fundamentals of music. Objectives of the vocal music program are to broaden and develop the students' appreciation for various types of vocal music, to develop

good vocal techniques and skills, to learn a basic knowledge of music and terminology and notation, to learn the value of self-discipline through practice, and to perform individually and in ensemble which requires individual responsibility toward the group process. Students will perform in concert, competitions, and festivals. Each level of vocal music increases in sophistication of the content and instruction. Students must successfully complete each level of vocal music in order to progress to the next level. Instructor recommendation is required for each course after first level courses. After school and/or evening practices or performances may be required at all levels.

## **Career and Technical Education Electives**

### ***Agriscience Applications***

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. 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, & leadership activities provide the opportunity to apply essential standards and workplace readiness skills through experiences.

### ***Adobe Visual Design***

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, InDesign, and Illustrator certification. English language arts are reinforced. **PREQUISITE:** Multimedia Webpage Design

### ***Intro to Computer Science Using MakeCode***

This is an introduction to coding and computer science by way of making and design, using the revolutionary new micro: bit micro controller board, and Microsoft's easy and powerful MakeCode block-based coding environment. It is a project-based curriculum with a maker philosophy at its core; the idea is that by making physical objects, students create a context for learning the coding and computer science concepts. Mathematics is reinforced.

### ***Digital Media I***

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. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course. **PREQUISITE:** Microsoft Word and PowerPoint

### ***Environmental & Natural Resource I***

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced. 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. **PREQUISITE:** Agriscience Applications

### ***Hospitality and Tourism***

In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. Mathematics and social studies 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) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **PREREQUISITE:** Marketing OR Principles of Business and Finance OR Sports and Entertainment Marketing I

### ***Interior Design I***

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art 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. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### ***Marketing***

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. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. 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.

### ***Microsoft Excel & Access***

Students in Microsoft Imagine Academy (MSIA) benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced. Work-based learning strategies appropriate for this course include

cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### ***Microsoft Word and PowerPoint***

Students in Microsoft Imagine Academy (MSIA) benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. 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.

### ***Multimedia & Webpage Design***

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. 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.

### ***Parenting & Child Development***

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### ***Principles of Business & Finance***

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***

This course prepares students to manage their own money and understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and 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 experiences.

## ***Sports & Entertainment Marketing I***

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. 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.

## **Other Electives**

### ***AFJROTC – Aerospace Science 1***

This the first AFJROTC course recommended for all new cadets. It is a three-part course consisting of aviation history, leadership education and wellness. In aviation history the focus is on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to present. The emphasis is on civilian and military contributions to aviation; the development, modernization, and the transformation of the Air Force. In the leadership education portion of this course the focus is on the organization of JROTC, the military uniform (mandatory wear 1 day per week) appearance standards, customs and courtesies, ethics, etiquette, personal responsibility, individual potential and Drill and Ceremonies. Wellness is an official and integral part of the Air Force Junior ROTC program and each AFJROTC course. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum (AFJROTC mandated 1 day per week) is instrumental in developing citizens of character dedicated to serving our nation and communities.

### ***Athletics – Women OR Athletics – Men***

This advanced physical education course includes weightlifting to keep one's self in shape and produce body growth. The techniques and fundamentals of weightlifting and flexibility are covered. Conditioning to improve the cardiovascular system is emphasized. **PREREQUISITE:** Health/Physical Education

### ***Weightlifting – Women OR Weightlifting – Men***

This course will focus on weightlifting basics with an emphasis in proper movement and individual strength development. Activities and topics will include: benefits of weightlifting, proper lifting and spotting techniques, cardiovascular fitness, and power, strength and endurance drills. **PREREQUISITE:** Health/Physical Education

### ***Journalism – Yearbook***

Producing the school yearbook, this class includes the teaching of copy and caption writing, layout design, and the use of graphics. Placing emphasis on personal responsibility and teamwork, this course is hands-on, practical experience in the many facets of journalism. \*\*Accepted by application only

### ***Creative Writing***

This course will include descriptive, narrative, and interview writing along with poetry, drama, and review writing. Procedures used to get published will be emphasized. Writing for a variety of contests, including the Flat Rock Playhouse Play Writing Contest and the Scholastic Writing Contest will be encouraged. Writing circles and peer editing groups will be used to help students learn to go through the creative writing process.

### ***AP Human Geography***

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. **PREREQUISITE:** completion of English I Honors in 8th grade with a final grade of an A or B and teacher recommendation

Students must be prepared to select eight courses and two alternate courses beginning on Tuesday, February 26. Students will enter their course selections in the computer during their English class with the assistance of NHHS counselors.

## **NORTH HENDERSON HIGH SCHOOL COURSE SELECTION WORKSHEET 2019-2020**

Student Name

Student Number

***Please select 8 courses and 2 alternate courses***

Course Name

Course Name

First Course: English

Sixth Course:

Second Course: NC Math

Seventh Course:

Third Course: Earth and Environmental Science

Eighth Course:

Fourth Course: World History

ALT:

Fifth Course Health and PE

ALT:

\*Scheduling is one of the most complex tasks a school staff does. Please understand that we build the master schedule based upon the classes that you register for. For this reason, schedules cannot be changed once selections are stored. Choose wisely! Every effort is made to schedule you for the courses you have chosen; however, because of class size and/or a master scheduling conflict, it sometimes becomes necessary to schedule you into an alternate course(s).

Parent/Guardian Signature

Student Signature

***Freshmen may only select courses from the courses listed in the Freshmen Registration Handbook.***

***Please check with your teacher to determine if you have been recommended for honors level courses.***

Come to school and work hard to get good grades. Your final grades in high school become part of your permanent academic record and are reflected on your transcript forever. Your grades and attendance can have a direct affect on your future aspirations (college, career, military, etc.) In fact, prior to obtaining your learner's permit or driver's license, your grades are reviewed to determine your eligibility to obtain your permit/license. Furthermore, your grades can impact your eligibility to participate in high school athletics.