

## Davie County Early College High School Curriculum Guide for Parents and Students

This guide explains, in abbreviated form, what students are learning in Seminar classes each year and the college-ready skills they are developing. The lists are not all-inclusive, as it would be impossible to include all the lessons taught and the skills mastered in one document.

Also included is an overview of high school and college courses taught and in which years. Students following this curriculum are prepared to graduate from DCECHS with a high school diploma and an Associate in Arts degree in four, four and a half, or five years.

### Freshman Year

Early College Seminar Skills and Topics	What Parents Can Do To Support Their Students
<p>Writing, public speaking, summarizing, collaborating, reflecting, self-advocating</p> <ul style="list-style-type: none"> <li>• <i>The 7 Habits of Highly Effective Teens</i> – reading, creating personal collage, exploring habits important for school and life</li> <li>• Wax Museum – students research a famous person who has been a role model; creates through costume, posters, and speeches, a full characterization of the person; presents to parents and community members</li> <li>• Children’s Literature unit – students select favorite story, write an essay, critique and receive feedback on work, present essay to class</li> <li>• This I Believe – write and present essay detailing a belief which is significant in student’s life</li> </ul> <p>Organization, time-management</p> <ul style="list-style-type: none"> <li>• Binder organization, note taking, planner usage, time management</li> <li>• Overcoming procrastination</li> <li>• Study skills development</li> </ul> <p>Professionalism, oral and written communication</p> <ul style="list-style-type: none"> <li>• Community service project and presentation</li> <li>• Etiquette - phone, email, school manners, social responsibility</li> <li>• Accessing resources – teachers, instructors, Learning Lab time, tutoring services, etc.</li> <li>• Oral and written communication in all units</li> <li>• Conflict resolution as needed during collaboration and project development</li> </ul> <p>College readiness</p> <ul style="list-style-type: none"> <li>• Western North Carolina college field trip</li> <li>• CFNC – introduction to web site and account set-up</li> <li>• Beginning career exploration</li> <li>• Cultural awareness</li> <li>• Stress awareness and management</li> <li>• Self-appraisal, self-advocacy, assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Find out if Accuplacer and Computer Skills benchmarks have been met; if not, follow up with your student to make sure s/he is taking necessary steps to complete this important task.</li> <li>• At the end of the year, find out your student’s GPA. If it is below a 2.5, speak with a counselor and teachers about how you can support improvement next year.</li> <li>• At the first sign of difficulty in a class, encourage your student to schedule tutoring and enrichment opportunities offered through DCECHS and DCCC.</li> <li>• Consider accessing DCCC Moodle, StormTrac, and Email accounts with your student; monitor college course syllabi, grades, and transcripts so you know about his/her progress along the way.</li> <li>• Register in CFNC along with your student at <a href="http://cfnc.org">http://cfnc.org</a>. The web site is filled with information related to money for college, college application requirements, and other important information you and your student may learn about together.</li> <li>• Establish a college savings account through CFNC or other resources if you haven’t done so already.</li> <li>• Review your student’s academic progress with the school counselor. The Plan of Study can be difficult to understand, and counselors are always happy to meet with parents to assist.</li> <li>• Learn how to read your student’s high school and college transcript. These documents will be sent to every college your student applies to. You may attend meetings designed to explain this information, or request meetings with the counselor.</li> <li>• Talk with your student about college and career possibilities. If you have not been to college yourself, consider accessing counselors and teachers at school.</li> <li>• Help your student organize and maintain records of his/her grades, service hours, awards, and recognitions. There will come a time when all that information is needed.</li> </ul>

### Freshman Curriculum

High School	College	
Freshman Seminar and Community Service Project Integrated Math I Integrated Math II Earth Science English I English II Civics & Economics	College courses may vary depending on individual student needs, class schedules, and degree requirements	
	Courses	College Credit Hours
	Fall Semester	
	PED 122	1
	Spring Semester	
	PED 117	1
	<b>Freshman Year Total</b>	<b>2</b>

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## Sophomore Year

Early College Seminar Skills and Topics	What Parents Can Do To Support Their Students
<p>Public speaking, self-assessment, research skills, and reflection</p> <ul style="list-style-type: none"> <li>• <i>The 6 Most Important Decisions You'll Ever Make: A Guide for Teens</i> – read, write, collaborate, create lesson plans, utilize protocols, and present to class</li> <li>• College and Career Choices – research colleges, assess offerings, plot plan of study leading to career path, review academic standing and college admissions criteria, present to peers and parents</li> </ul> <p>Global and social awareness</p> <ul style="list-style-type: none"> <li>• World's Fair unit – select a country of interest, research, develop speeches, posters, present to parents and members of the community</li> <li>• Bullying, cyber-bullying, sexting – increase awareness, develop prevention strategies</li> </ul> <p>College readiness, self-awareness, analyzing</p> <ul style="list-style-type: none"> <li>• Central North Carolina college field trip</li> <li>• PSAT and PLAN preparation and registration</li> <li>• CFNC and College Board – explore college costs, future salaries and requirements for various careers, impact of life choices</li> </ul> <p>Work readiness, interviewing, reflection, decision making</p> <ul style="list-style-type: none"> <li>• Career exploration – interview someone in field of interest, write, present</li> <li>• CFNC - career interest inventory and values assessment</li> <li>• Personality inventory and application</li> <li>• Planner checks and productivity assessment</li> </ul>	<ul style="list-style-type: none"> <li>• If Accuplacer benchmarks in math or English are not met, follow your student carefully to ensure s/he is enrolled in My Foundations Lab (MFL) or taking a course that allows Accuplacer retesting.</li> <li>• At the beginning of the year, find out your student's GPA. If it is below a 2.5, speak with a counselor and teachers about how you can support improvement this year.</li> <li>• Remind your student to access tutoring opportunities offered by DCECHS and DCCC.</li> <li>• Encourage your student to communicate with DCCC liaison and college instructors to gain confidence and advocate for him/herself. On a four-year college campus, students need to know how to contact and work with advisers and instructors.</li> <li>• Continue conversations with counselors if you have questions about the Plan of Study or the path to graduation.</li> <li>• Sophomore year is the time for students to take the PSAT (costs) and the PLAN (no cost) in October. Encourage your student to visit <a href="http://www.act.org">www.act.org</a> and <a href="http://www.collegeboard.com">www.collegeboard.com</a> to open an account and follow directions to prepare for tests.</li> <li>• Continue to save records of grades, service hours, awards and recognitions.</li> <li>• Begin discussions about colleges that are right for your student. If you are not certain, schedule conferences with teachers and counselors for assistance.</li> <li>• Help your student research careers. Identify community members for him/her to interview for information about careers and areas of interest.</li> <li>• Consider having your student participate in summer opportunities (see <a href="http://www.cfnc.org">www.cfnc.org</a>, talk with counselors, seek opportunities at specific colleges)</li> </ul>

Sophomore Curriculum		
High School	College	
Sophomore Seminar / Community Service Project Integrated Math III Physical Science American History I American History II	College courses may vary depending on individual student needs, class schedules, and degree requirements	
	Courses	College Credit Hours
	Fall Semester	
	ENG 111	3
	PSY 150	3
	Spring Semester	
	SOC 210	3
	HEA 110	3
	<b>Sophomore Year Total</b>	<b>12</b>

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## Junior Year

Early College Seminar Skills and Topics	What Parents Can Do To Support Their Students
<p>Public speaking, presenting</p> <ul style="list-style-type: none"> <li>• Expand community service beyond minimum requirements in preparation for applications to college and scholarships</li> <li>• Mock College Admissions Counselor presentations – students research selected college admissions requirements, present to peers and parents as if they are admissions counselors at given school</li> </ul> <p>Organization, time-management, problem-solving, tenacity</p> <ul style="list-style-type: none"> <li>• College study skills</li> <li>• Develop long-term goals</li> <li>• Refine independent work and study skills/habits</li> <li>• Examine current academic standing in relation to average college admissions requirements for selected schools</li> <li>• SAT study plan</li> <li>• ACT study plan</li> </ul> <p>Scholarship, professionalism</p> <ul style="list-style-type: none"> <li>• Write college essays</li> <li>• Request teacher recommendation letters by May of junior year</li> </ul> <p>College readiness</p> <ul style="list-style-type: none"> <li>• Eastern North Carolina college field trip</li> <li>• SAT/ACT preparation</li> <li>• Register for PSAT/NMSQT or National Merit Scholarship qualifying</li> <li>• Use CFNC and College Board websites as major resources for college entrance requirements, financial aid and scholarship options</li> <li>• Explore economics and culture of college</li> <li>• Determine <i>reach</i> (requirements exceed student's current academic standing), <i>confidence</i> (requirements meet student's current academic standing), and <i>safety</i> (requirements are below student's current academic standing) colleges</li> <li>• 21<sup>st</sup> Century Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• At the beginning of the year, find out your student's GPA. If it is below a 2.5, speak with a counselor and teachers about how you can support improvement this year.</li> <li>• Help your student apply study skills and access resources.</li> <li>• Encourage your student to participate in college and high school clubs and organizations. Colleges look for students who are well-rounded.</li> <li>• Focus on college and career research with an eye toward selecting a major area of study.</li> <li>• Visit college websites and <a href="http://bigfuture.collegeboard.org">bigfuture.collegeboard.org</a> with your student. Help him/her select a major area of study that relates to career interests. Pay particular attention to entrance requirements.</li> <li>• If needed, review high school and DCCC Plan of Study with high school counselor and college liaison to ensure graduation is happening as planned.</li> <li>• Have your student register for PSAT in October if interested in qualifying for National Merit Scholarship or s/he did not take it as a sophomore.</li> <li>• Help your student register for the SAT at <a href="http://www.collegeboard.org">www.collegeboard.org</a> in late fall (request fee waiver if there is financial need).</li> <li>• Encourage your student to prepare for the state mandated ACT administered in spring at Early College. Visit <a href="http://www.act.org">www.act.org</a> for preparation tips.</li> <li>• Continue to review and add records of grades, service hours, awards, and recognitions.</li> <li>• Have your student consider teachers and counselors who may write recommendations for college applications and scholarships; prepare list of accomplishments or develop resume to assist recommenders write full reports.</li> <li>• Discuss major areas of personal interest/skill with your student. Help him/her determine possible majors offered and courses required in selected colleges.</li> <li>• Review Student Transfer Navigator on CFNC to assess college credit your student has received from DCCC.</li> <li>• Consider summer opportunities available through CFNC.</li> <li>• Save money for college applications (\$35-\$75); seek fee waiver if there is financial need.</li> <li>• See counselor to review DCEC Plan of Study if needed to help student stay on track for graduation.</li> </ul>

**Junior Curriculum**

<b>High School</b>	<b>College</b>	
Junior Seminar/Community Service Project	College courses may vary depending on individual student needs, class schedules, and degree requirements	
	<b>Courses</b>	<b>College Credit Hours</b>
	Fall Semester	
	ENG 113	3
	SPA 111	3
	HIS 111	3
	MAT 155/155A	4
	Semester Total	13
	Spring Semester	
	ENG 233	3
	SPA 112	3
	HIS 112	3
	BIO 110	4
	Semester Total	13
	<b>Junior Year Total</b>	<b>26</b>

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### Senior Year

Early College Seminar Skills and Topics	What Parents Can Do To Support Their Students
<p>Public speaking, networking</p> <ul style="list-style-type: none"> <li>• Community service project development, implementation, and presentation</li> </ul> <p>Organization, time management</p> <ul style="list-style-type: none"> <li>• Develop college application plans</li> <li>• Develop scholarship application plans</li> </ul> <p>Professionalism, oral and written communication</p> <ul style="list-style-type: none"> <li>• Develop skills-based resume to distribute to teachers, counselors, and community members for recommendations to colleges, scholarships and jobs</li> </ul> <p>College readiness</p> <ul style="list-style-type: none"> <li>• Focus on selecting college majors</li> <li>• Write college essays, have them proofread for errors and suggestions for improvement</li> <li>• Apply to at least three colleges with <i>safety</i>, <i>confidence</i>, and <i>reach</i> selections in mind</li> <li>• Rent cap and gown for graduation; purchase other items such as announcements</li> <li>• Learn financial aid terminology; complete FAFSA in collaboration with parents</li> <li>• Apply for grants, scholarships, loans, and financial aid for college</li> <li>• Read and interpret financial aid award letters</li> <li>• Participate in personal, family and social rites of passage as graduation nears, and as students transition to colleges, careers and life</li> </ul> <p>Work and life readiness</p> <ul style="list-style-type: none"> <li>• Interviewing skills</li> <li>• Budgeting and personal finance skills</li> <li>• 21<sup>st</sup> Century Skills Assessment</li> <li>• Networking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your student to apply study skills, group collaboration skills, and to access resources to maintain or raise his/her GPA.</li> <li>• If it would be helpful, meet with the school counselor and/or the liaison to review your student's academic progress.</li> <li>• Encourage your student to participate in college and high school clubs and organizations.</li> <li>• Work with your student to develop a college application checklist using resources from <a href="http://www.collegeboard.org">www.collegeboard.org</a> and <a href="http://www.cfnc.org">www.cfnc.org</a>.</li> <li>• Work with your student to order high school graduation cap and gown, and other optional graduation material.</li> <li>• Help your student complete paperwork for DCCC graduation, and consider having him/her participate in those graduation exercises. Purchase cap, gown, tassel, and hood if planning to participate.</li> <li>• Encourage your student to retake SAT/ACT to reach target scores for selected colleges, and remember to have him/her request official score reports be sent to selected colleges.</li> <li>• With the cost of college applications in mind, work with your student to decide on a short list of colleges to send applications.</li> <li>• Help your student with <i>early application</i> to select colleges (between October 15 and December 15, or help them submit applications during <i>regular application</i> season (usually between January 1 and March 15)).</li> <li>• Prepare your taxes as early as possible, and complete the Free Application for Federal Student Aid (FAFSA) between January and March of the graduating year.</li> <li>• Help your student research/apply for scholarships that are due in early spring.</li> <li>• Check financial aid deadlines at schools to which you student is applying.</li> <li>• Set aside money for computers, books, and other materials needed for college.</li> <li>• Help your student decide which school s/he will attend.</li> <li>• Be aware that final transcripts must be requested by your student so they may be sent in early June.</li> </ul>

<b>Senior Curriculum</b>		
<b>High School</b>	<b>College</b>	
Senior Seminar/Community Service Project	College courses may vary depending on individual student needs, class schedules, and degree requirements	
	Courses	College Credit Hours
	Fall Semester	
	ENG 243	3
	SPA 211/Humanities elective	3
	PSY 241/elective	3
	MAT 161/161A or 175/175A	4/5
	Semester Total	13/14
	Spring Semester	
	COM 110	3
	SPA 212/elective	3
	Elective	3
	CHM 131/131A	4
	Semester Total	13
<b>Senior Year Total</b>	<b>26/27</b>	
<b>Total DCCC Credit Hours</b>	<b>66/67</b>	
(64 credit hours minimum required for A.A. degree)		