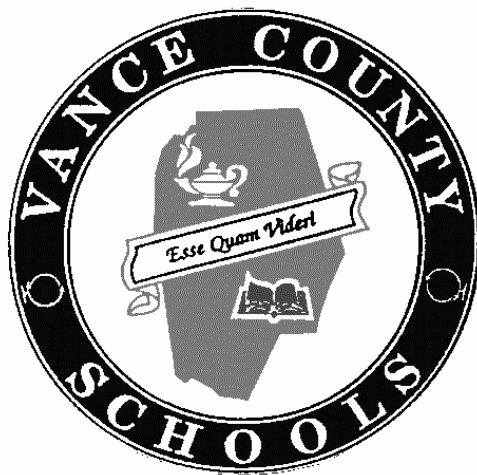


Vance County Schools



Registration Guide and Curriculum Handbook

GRADES 9 - 12

2008-2009

**NVHS
VIKINGS**

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SECTION I

GENERAL INFORMATION



In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Vance County Schools administers all state operated educational programs, employment activities and admission without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints should be directed to:
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HIGH SCHOOL REGISTRATION GUIDE AND CURRICULUM HANDBOOK

VANCE COUNTY PUBLIC SCHOOL SYSTEM

2008-2009

INTRODUCTION

The high schools in Vance County use a Student/Parent Informed Choice System or open registration. The decision to enroll in any regular or honors program offered in grades 9-12 is the responsibility and the choice of the individual student and the student's parent or guardian. Both the parent or guardian and the student should carefully study the registration guide and curriculum handbook to review the course listings and graduation requirements. To decide which courses a student needs to pursue his or her educational and career goals, the parent or guardian should discuss the student's goals, interests, past school grades, personal habits, attitude toward school, aptitudes, responsibilities outside the school, and other factors which may have an impact on the success of the student.

The guidance department of the school will make available registration counseling services for individuals or small groups. Students and parents or guardians are encouraged to take advantage of this service.

Students should consider both local and state educational requirements for graduation including pathways and courses of study and the requirements for admissions to post-secondary schools. Students along with parents are responsible for selecting courses.

Materials to assist the student in planning his or her high school course of study are provided in section 2 of the registration guide and curriculum handbook.

The student should not register for a course previously passed or for a course that is currently being taken.

In registering for courses, students should assume that they will pass all spring semester courses and year courses in which they are currently enrolled.

Please follow these steps as you use this guide:

- Study the "General Information" section to determine the courses needed for graduation, NC Scholars recognition, or college admission.
- Review other general information.
- Read the "Planning A Course of Study" section, completing all appropriate forms and activities.
- Select courses based on the list of offerings at your school and the descriptions of those offerings.
- Consult with your school counselor whenever you have a question or need help.

NORTH CAROLINA COURSE OF STUDY GRADUATION REQUIREMENTS*

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/UNIVERSITY PREP Course of Study (UNC 4-Yr College) Requirements	OCCUPATIONAL*** Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I	3 Credits ** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II,	4 Credits (4 th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite	3 Credits Occupational Mathematics I, II, III
Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	2 Credits Life Skills Science I , II
Social Studies	3 Credits Government/Economics (Civics and Economics),US History, World Studies*****	3 Credits Government/Economics (Civics and Economics, US History, World Studies*****	3 Credits Government/Economics (Civics and Economics), US History, World Studies***** (2 courses to meet UNC minimum admission requirements – US History & 1 elective)	2 Credits Social Studies I (Government/US History) Social Studies II (Self-Advocacy/ Problem Solving)
Second Language	Not required	Not required**	2 Credits in the same language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Career/Technical	4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career/Technical Education electives
JROTC	4 Credits in JROTC; OR			
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course;	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)			
Electives or other requirements*****	2 Elective Credits and other credits designated by LEA	2 Elective Credits and other credits designated by LEA	3 Elective Credits and other credits designated by LEA	Occupational Preparation: 6 Credits: Occupational Preparation I, IIa, IIb, IIIa, IIIb, IV****
				Elective credits/completion of IEP objectives/Career Portfolio-required/ No Exit Exam
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements

* Effective for ninth graders entering for the first time in 2000-01. The additional mathematics credit in college/university prep is for entering ninth graders of 2002-03.

** A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

*** This course of study shall be made available for certain students with disabilities who have an IEP, beginning in 2000-2001.

**** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

***** Examples of electives includes JROTC and other courses that are of interest to the student.

*****Effective with ninth graders of 2003-2004, World History must be taken to meet the requirements of World Studies

NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

Students must:

- Begin planning for the program before entering grade 9 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 3.5
- Complete all requirements for a North Carolina high school diploma.

**The following designated number of credits per subject area listed
Below must be taken in grades 9-12.**

Credits	
4	English Language Arts I, II, III, IV
4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite)
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
3	Social Studies (World History, Civics/Economics, and US History)
2	Languages other than English (two credits of the same language)
1	Healthful Living
1	Career and Technical Education
1	Arts Education (Dance, Music, Theatre Arts or Visual Arts)
5	Elective credits to include at least two second-level or advanced courses (Examples of electives include JROTC and other courses that are of interest to the student.)
24	Note: Adopted by the State Board of Education in August, 2002. The above is the single plan applicable to students who enter the ninth grade for the first time in or after 2003-2004.

GRADUATION REQUIREMENTS

Graduation from all Vance County Public High Schools requires the successful completion of 28 units earned in grades 9-12. Students may take a maximum of eight subjects each year in grades 9-12, enabling them to earn 32 units of credit within four years. Students are required to complete the designated number of units of English, social studies, mathematics, science, and health and physical education required by the state of North Carolina for graduation. **Students taking the Occupational Course of Study are not required to pass the N. C. Competency Test.** All students must demonstrate grade-level proficiency (level 3 or higher) on the end-of-grade (EOG) tests of reading and mathematics in eighth grade or pass the North Carolina Competency Test before receiving a high school diploma. In addition, all students including Occupational Course of Study must demonstrate computer proficiency in order to receive a high school diploma.

<u>Subject</u>	<u>Units</u>
English	4
*Mathematics	3
**Social Studies	3
***Science	3
PE & Health	1
Electives	<u>14</u>
TOTAL	28

*One unit must be in high school algebra. Algebra I successfully completed in the eighth grade will count as the Algebra I requirement; however, only those units earned in grades 9-12 fulfill the number of units required for graduation.

**One unit must be Civics and Economics; one unit must be US History; one unit must be World History.

***One unit must be Biology, one unit must be Earth/Environmental Science, and one unit must be a physical science (Physical Science, Chemistry, Physics, Principles of Technology I, or Principles of Technology II).

HIGH SCHOOL EXIT STANDARDS

The high school exit standards will become effective with the freshman class of 2006-07. Students must score at proficiency level III or above on the following five end-of-course tests: English I, Civics and Economics, US History, Algebra I, Biology. In addition to scoring proficient on five EOC tests, students must also score Level III or above on state-adopted rubrics on a Senior Project that has the following components:

- A review process
- A research paper written on an approved topic of student's choice
- A product related to the paper that requires significant hours of work
- A portfolio that reflects the Senior Project process
- A presentation to a panel of community and faculty members

NC ACADEMIC SCHOLARS RECOGNITION

In March, 1983, the State Board of Education initiated the North Carolina Scholars Program. In March, 1990, it was revised and re-designated the North Carolina Academic Scholars Program. Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition, such as a seal attached to their diplomas. The requirements for students entering for the first time in or after 2003-2004 have been changed substantially. All students should read the chart on the preceding page to understand how they can qualify as NC Scholars.

UNC SYSTEM ADMISSION

While these are minimum requirements in the university system, some campuses may require a more competitive transcript for final admission. Private colleges may have different admission requirements. Students should consult with their school counselor and refer to college catalogs for further information.

NORTH CAROLINA COURSES OF STUDY

All students must complete ONE of four courses of study in order to obtain a diploma. The courses of study are Career Prep, College Tech Prep, College/University Prep, and Occupational.

The Career Prep program is a course of study designed for students who plan to enter the workforce or military upon graduation from high school. The Career Prep program also qualifies students for admission to two-year community colleges, subject to the college's placement test requirements. Career Prep graduates must complete graduation requirements in English, mathematics, science, social studies, health/physical education, and career/technical OR arts education courses.

The College Tech Prep program is a course of study designed to meet the need for high school graduates to have a more technically oriented educational background which prepares them for the advanced courses required by two-year community college programs. College Tech Prep graduates must complete graduation requirements in English, mathematics, science, social studies and career and technical education courses related to individual career pathways.

The College/University Prep program is a course of study designed for students who plan to attend a four-year college or university. College/University Prep graduates must complete the requirements specified by the University of North Carolina.

The Occupational program is a course of study designed for certain students with disabilities who have an individualized education plan. **Students taking the Occupational Course of Study are not required to pass the N. C. Competency Test .**

CONCENTRATED CURRICULUM/ SEMESTER SCHEDULE/FOUR PERIOD DAY

The academic year at Vance County High Schools is organized into two 90-day semesters: fall term and spring term. The school day consists of four 90-minute instructional periods per semester. In most cases, a student completes four courses and earns one unit of credit per course at the end of fall term. The student then begins four different courses (for one unit of credit each) for the spring term. Students have the opportunity to earn eight units of credit during one academic year.

Several elective courses are offered as year-long courses. A student must enroll for these courses for the entire year. Upon successful completion, two units of credit will be earned.

In the spring, a student registers for eight classes. During the summer, a schedule will be mailed home showing four classes for the fall term and four classes for the spring term.

COURSE SELECTION AND CREDIT REQUIREMENTS

In the high schools, every student must register for four units of credit each semester. In most cases, students must sign up for four courses. During registration, it is essential that students select four units of credit each semester. In selecting electives each student is required to list two (2) alternates for elective courses. Completion of a course selection sheet is considered a contract to participate in all courses listed.

There will be no transfers of high school students from one high school to the other based on course offering.

Students may select career and technical education courses at either high school as long as the student has sufficient years remaining in his/her high school career to complete the entire recommended scope and sequence of the career and technical education program.

Students will travel between the high schools by shuttle bus to take career and technical education courses not offered at their base school.

No student will be allowed to drive a personal vehicle between schools to take career and technical education courses.

SCHEDULE CHANGES

Following the completion of registration, schedule changes will be limited. A drop/add period will be scheduled during the summer before school begins and will be listed on the student schedule that is mailed home during the summer. Any student wishing to make a schedule revision must do so within the summer drop/add period.

A request for a summer schedule change will be considered based on the following:

- provision of a balanced student academic load will be considered on a “space available” basis.
- issues related to passing or failing a course required for graduation.

All schedules are considered final when they are distributed on the first day of school.

Students who fail a subject required for graduation should contact the school immediately after receiving a final report card and make necessary schedule changes. Seniors failing a required course may be scheduled for that course in the succeeding semester based on available space. Schedule revisions to balance academic loads or sequence courses must be addressed BEFORE the school year begins. Students who have legitimate schedule conflicts should talk with a counselor about schedule changes in the summer before school begins. Four-year high school plans should be revised if any course changes occur.

Honors and advanced placement course options are geared to meet college preparation requirements. Students who enroll in an honors or advanced placement course must make a commitment not to drop this course and transfer to a regular section of the same course. Each AP student is required to take the AP examination in May to meet course requirements. The Vance County School System will provide funds to cover the cost of each AP exam administered to students.

PROMOTION REQUIREMENTS AND GRADE CLASSIFICATION

In accordance with graduation requirements, grade-level classification is based on a student’s maximum potential to earn credit along with the following criteria:

- To be classified as a sophomore (grade 10), a student must have passed a minimum of six (6) units.
- To be classified as a junior (grade 11), a student must have passed a minimum of thirteen (13) units.
- To be classified as a senior (grade 12), a student must have passed a minimum of twenty (20) units.
- Grade classification for transfer students needs to be considered by the school counselor on a case by case basis.

GRADE CLASSIFICATION CHART

<u>Sophomore</u> 6 units	<u>Junior</u> 13 units	<u>Senior</u> 20 units
-----------------------------	---------------------------	---------------------------

GRADE POINTS/QUALITY POINTS/WEIGHTED GRADES

Grade point averages are stated in quality points based on the letter grade. The following grading system will be used for 2005-2006:

A	93 - 100	INC	Required work not finished due to conditions/circumstances beyond the student’s control. Must have administrative approval.
B	85 - 92		
C	77 - 84		
D	70 - 76	WF	Withdrew failing
F	69 and below	WP	Withdrew passing
P	Pass	FF	Failure due to attendance violation
		IP	In Progress

Un-weighted Courses

All courses are assigned the same quality point value (A=4, B=3, C=2, D=1) except the following: Advanced placement and honors or seminar courses.

Honors Courses

The following courses in high school qualify for and carry one (1) extra quality point: Honors English 1, Honors English 2, Honors English 3, Honors English 4, Honors Earth/Environmental Science, Honors Physical Science, Honors Biology, Biology Seminar, Honors Chemistry, Chemistry Seminar, Honors Physics, French 3, French 4, Spanish 3, Spanish 4, Honors World History, Honors Civics and Economics, Honors US History, Honors US History Seminar, PreCalculus, Introduction to Calculus, Honors Geometry, Honors Algebra II, Honors Criminal Justice, Drafting II, Early Childhood Education II, Accounting II, Horticulture II, Strategic Marketing, certain programming courses, and certain dual enrollment classes at VGCC.

Advanced Placement (AP) Courses

The following courses qualify for and carry two (2) extra points: AP Language and Composition 3, AP Lit and Composition, AP Calculus, AP Environmental Science, AP Biology, AP Chemistry, AP Physics, AP Government and Politics, AP US History, AP General Portfolio Art, and AP Drawing Portfolio. Students are required to take the AP test if enrolled in the course.

LETTER GRADES	UNWEIGHTED COURSES	HONORS COURSES	AP COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0
FF	0	0	0

**RECOMMENDED CRITERIA TO CONSIDER IN SELECTING
HONORS AND ADVANCED PLACEMENT COURSES**

English

The English Department offers three levels of English. Recommended criteria to consider in course selection include grades, test scores, teacher and counselor recommendation.

Recommended standards for maintaining or changing levels:

- English students who desire to move to an Honors English level the next year should strive to maintain a minimum of “B” level work in their present English course.
- Honors English students should have at least a “C” average to maintain eligibility for an Honors English the next year.

Mathematics

Students are required to pass three or four units of mathematics for graduation. Completion of Algebra 1 (or 1A and 1B) is required for graduation. Recommended criteria for enrolling in higher level and Advanced Placement classes include grades and EOG or EOC scores.

Science

Students are required to pass three units of science for graduation. Recommended criteria that should be considered for enrollment in Honors and Advanced Placement Science classes include grades and EOG or EOC scores.

Social Studies

Students are required to pass three units of social studies for graduation. Recommended criteria for enrollment in Honors and Advanced Placement Social Studies classes include grades and EOG or EOC scores.

Foreign Language

1. If you want an edge up in the competitive job market, *study a foreign language.*
2. If you want to better your English grammar, *study a foreign language.*
3. If you want to improve your SAT score, *study a foreign language.*

PLANNING FOR COLLEGE ENTRANCE

16 UNC SYSTEM SCHOOLS AND THEIR REQUIREMENTS

UNC System Schools

- | | |
|---|-------------------------------------|
| 1. Appalachian State University | 9. University of NC at Pembroke |
| 2. East Carolina University | 10. University of NC at Charlotte |
| 3. Elizabeth City State University | 11. University of NC at Chapel Hill |
| 4. Fayetteville State University | 12. University of NC at Asheville |
| 5. NC Agricultural and Technical State University | 13. University of NC at Greensboro |
| 6. NC Central University | 14. University of NC at Wilmington |
| 7. NC School of the Arts | 15. Western Carolina University |
| 8. NC State University | 16. Winston-Salem State University |

Successful completion of the courses required in the College/University Prep program will fulfill the minimum course requirements of the UNC system schools.

COLLEGE ENTRANCE TESTING

Students should begin the College Entrance Examination process their sophomore year by taking the PSAT. Students should consult with their counselor for guidance on taking the SAT. College entrance tests are required by all colleges and universities, except community colleges and some private colleges.

THE COLLEGE SELECTION PROCESS: Developing a College Plan and a Financial Plan **(Examine www.CFNC.org)**

Grade 9 – Freshman Year

- Develop a four-year plan for high school.
- Focus on good grades in all course work.
- Begin to read about college admissions.
- In the spring, pay close attention to course selection for the sophomore year.
- Visit with the counselor to explore your career options.
- Participate in extracurricular activities.
- Take advantage of summer programs.

Grade 10 – Sophomore Year

- In October you will take the PSAT at school, if enrolled in Geometry or higher level of math.
- Pay attention to course planning. Check the school registration guide for help in planning college-preparatory courses. Discuss course plans with homeroom teacher and/or counselor.
- Participate in extracurricular activities.
- Take SAT in spring.
- Take advantage of summer programs.

Grade 11 – Junior Year

- Take SAT both spring and fall.
- Take PSAT – National Merit Scholarship Qualifying Test
- Begin exploring college interests and visit local college campuses to get a feel for various types of college settings.
- If you are applying for early admission to any college, make sure you have taken all required tests prior to the close of your junior year-some require SAT II scores.
- Participate in extracurricular activities.
- Take advantage of summer programs.
- Get college applications the summer after your junior year and begin writing essays.
- All colleges/universities strongly recommend online applications.

Grade 12 – Senior Year

- Attend school college fair to gather information and speak with college representatives.
- Make appointments for fall interviews. It is usually better to visit a college when students are there in order to get a flavor of campus life. Talking with students about college life at every school is beneficial.
- Keep in close contact with the senior counselor.
- Many early decision applications are due by October. Make sure all materials are forwarded to the college well in advance of the deadline date.
- If your previous SAT scores are low (below 900), take the October SAT and forward scores to colleges where you intend to apply.
- Apply for all possible scholarships. Sources: your employer, your parent's employer, churches, civic organizations, high school counselor's office, college financial aid office.
- College applications should be complete by November 15. Make sure your application is complete and neat.
- All colleges/universities strongly recommend online applications.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION ELIGIBILITY REQUIREMENTS
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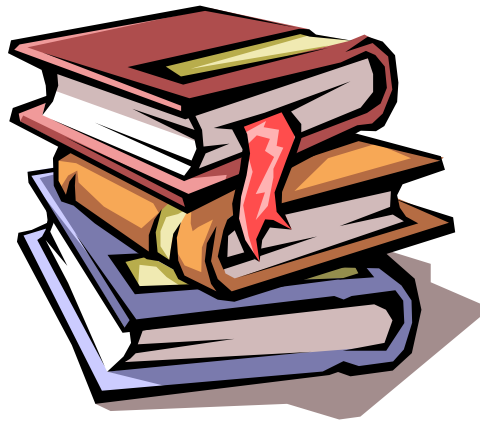
The NCAA has established a central clearinghouse to certify athletic eligibility to Division I and II institutions. Students who intend to participate with or without a scholarship as a freshman in college, must register with and be certified as eligible by the NCAA Initial-Eligibility Clearinghouse. Please note that initial-eligibility certification pertains only to NCAA requirements for participation in Division I and II athletics and has no bearing on admission to a particular Division I or II institution. Please note the following:

- It is best to register after the junior year grades have appeared on the transcript.
- Registration materials may be obtained from the high school counselor. Counselors may order forms by calling the Clearinghouse at 1-319-337-1492.

COACHES, SCHOOL COUNSELORS, STUDENTS, AND PARENTS MAY CONTACT THE NCAA HOTLINE (1-800-638-3731) OR GO TO THEIR WEBSITE AT www.ncaaclearinghouse.net FOR FURTHER INFORMATION.

SECTION II

PLANNING A COURSE OF STUDY AND A PATHWAY



VANCE COUNTY SCHOOLS: 4 YEAR ACADEMIC PLANNER

Name _____ Career Objective _____ NC Academic Scholar _____

Post Secondary plans include: _____ Military _____ Community College _____ College/University

High School Course of Study: (select one)

- | | | |
|---|---------------------------------|--------------------------------------|
| _____ Agricultural & Natural Resources Technologies | _____ Construction Technologies | _____ Public Service Technologies |
| _____ Arts Education (Career Prep Pathway) | _____ Engineering Technologies | _____ Transport Systems Technologies |
| _____ Biological & Chemical Technologies | _____ Health Services | _____ JROTC (Career Prep Pathway) |
| _____ Business & Information Technologies | _____ Industrial Technologies | |

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
Course Name	Units Earned	Course Name	Units Earned	Course Name	Units Earned	Course Name	Units Earned
English I		English II		English III		English IV	
Social Studies		Social Studies		Social Studies		Social Studies	
Math		Math		Math		Math	
Science		Science		Science		Science	
PE & Health		Pathway/Elective		Pathway/Elective		Pathway/Elective	
Pathway/Elective		Elective		Elective		Elective	
Elective		Elective		Elective		Elective	
Elective		Elective		Elective		Elective	
GRADUATION PROJECT:		Portfolio		Research Paper		Product	
						Presentation	
TESTING DATA				COLLEGE ENTRANCE INFORMATION			
8 th Grade Algebra 1 Level		PSAT Total Score			ACT Total Score		ACT Total Score
8 th Grade Math EOG Level		ACT Total Score			SAT Total Score		SAT Total Score
8 th Grade Reading EOG Level		SAT Total Score			Athlete registered with NCAA Clearinghouse? Yes or No		
English 1 EOC Test Level		Retest 1		Retest 2	College Application Completed? Yes or No		
Algebra I EOC Test Level		Retest 1		Retest 2	Applied online to college/university? Yes or No		
Biology EOC Test Level		Retest 1		Retest 2	Applied for Scholarships or Financial Aid? Yes or No		
C & E EOC Test Level		Retest 1		Retest 2	College Tour? Yes or No		
U.S. History EOC Test Level		Retest 1		Retest 2	Awards? Yes or No		
REQUIRED PARENT/GUARDIAN, STUDENT, COUNSELOR, & ADMINISTRATOR SIGNATURES							
Signatures	Dates	Signatures	Dates	Signatures	Dates	Signatures	Dates

11

VANCE COUNTY SCHOOLS: EARLY COLLEGE ACADEMIC PLANNER

Name _____

VGCC Major _____

1st Year		2nd Year		3rd Year		4th Year		5th year		
Course Name	Units Earned	Course Name	Units Earned	Course Name	Units Earned	Course Name	Units Earned	Course Name	Units Earned	
English I		English II		English III		Social Studies		English IV		
World History		Civics 7 Economics		US History		Pre-Calculus		Seminar		
Algebra I		Geometry		Algebra II		Physics		Dual Enrollment Course		
Earth Science		Biology		Chemistry/ Physical Science		Seminar		Dual Enrollment Course		
PE & Health		Seminar		Foreign Language		Dual Enrollment Course		Dual Enrollment Course		
Seminar		Dual Enrollment Course		Seminar		Dual Enrollment Course		Dual Enrollment Course		
Dual Enrollment Course		Dual Enrollment Course		Dual Enrollment Course		Dual Enrollment Course		Dual Enrollment Course		
Dual Enrollment Course		Dual Enrollment Course		Dual Enrollment Course		Dual Enrollment Course		Dual Enrollment Course		
Graduation Project		Graduation Project		Graduation Project		Graduation Project		Graduation Project		
TESTING DATA				COLLEGE ENTRANCE INFORMATION						
8 TH Grade Algebra 1 Level		PSAT Total Score			ACT Total Score		ACT Total Score			
8 th Grade Math EOG Level		ACT Total Score			SAT Total Score		SAT Total Score			
8 th Grade Reading EOG Level		SAT Total Score			ASSET Score					
English 1 EOC Test level		Retest 1	Retest 2	Applied on-line to a 4-year college/university? Yes or No						
Algebra 1 EOC Test Level		Retest 1	Retest 2	Applied for Scholarships or Financial Aid? Yes or No						
Biology EOC Test level		Retest 1	Retest 2							
C & E EOC Test Level		Retest 1	Retest 2							
US History EOC Test Level		Retest 1	Retest 2							
REQUIRED PARENT/GUARDIAN, STUDENT, COUNSELOR & ADMINISTRATOR SIGNATURES										
Signatures		Dates		Signatures		Dates		Signatures		Dates

Extra Curricular Activity Sheet

School & Community Activities	Work Experience & Volunteer Work	Activity	9 th	10 th	11 th	12 th
9 th	9 th	<ul style="list-style-type: none"> • Baseball • Basketball • Cheerleader 				
10 th	10 th	<ul style="list-style-type: none"> • Football • Soccer • Golf 				
11 th	11 th	<ul style="list-style-type: none"> • Softball • Swimming • Track 				
12 th	12 th	<ul style="list-style-type: none"> • Volleyball • Art Club • French Club • FBLA Club 				
Work-Based Experience Job Shadowing Internship Co-op Apprenticeship	Awards & Special Recognitions	<ul style="list-style-type: none"> • FFA Club • FHA Club • FTA Club • Jr. Civic Clubs (Key, Leo, Octagon Clubs) • Library & AV Club 				
9 th	9 th	<ul style="list-style-type: none"> • Math Club • Drill Team/AFJROTC 				
10 th	10 th	<ul style="list-style-type: none"> • Science Club • VICA Club • Spanish Club 				
11 th	11 th	<ul style="list-style-type: none"> • Voc. Honor Society • Photography Club • Band • Chorus 				
12 th	12 th	<ul style="list-style-type: none"> • Newspaper • Theater Arts • Yearbook • Class Officers • Student Government • Other 				

PLANNING GUIDE FOR EDUCATION AND CAREER PROGRAMS

Directions: Chart your course to a rewarding career by completing the following steps in the career planning process.

Name: _____	
STEP I	
1. List the jobs/careers that interest you: _____ _____ _____	
2. Of the careers listed above, write your first choice here. _____ _____	
3. Keeping in mind the information you have listed in (1) and (2), circle the career-related areas of study for your high school program that can help you prepare for that career.	
Agricultural and Natural Resources Technologies	Health Services
Biological and Chemical Technologies	Industrial Technologies
Business and Information Technologies	Public Service Technologies
Construction Technologies	Transport System Technologies
Arts Education*	JROTC*
Engineering Technologies	
*Career Prep Pathway	

STEP II
How much education and training do you think you will need for your career choice?
_____ 1. High school diploma
_____ 2. Military training
_____ 3. One year technical/community college diploma
_____ 4. Associate degree (two-year college/community college)
_____ 5. Bachelor's degree (four-year college)
_____ 6. Professional degree (master's, doctorate)

STEP III
Ninth, tenth, and eleventh graders should continue to plan their courses on the 4-Year Academic Plan.
REMEMBER: Planning a high school course of study, including electives related to your area of career interest, will keep you focused on your goal. You are not locked into this plan and can make changes as your high school experience dictates.

CAREER & TECHNICAL EDUCATION

The mission of Career & Technical Education is to help empower students for effective participation in a global economy as world-class workers and citizens. Programs of study in Career & Technical Education are designed to contribute to the broad educational achievement of students.

The College Tech Prep Pathways are:

- Agricultural and Natural Resources Technologies
- Biological and Chemical Technologies
- Business and Information Technologies
- Construction Technologies
- Engineering Technologies
- Health Sciences
- Industrial Technologies
- Public Service Technologies
- Transport Systems Technologies

WORK BASED LEARNING OPPORTUNITIES

An internship is a work-based experience that involves students (interns) who are completing or have completed school-based preparation relating to a career objective. Internships are usually one-time experiences, which may or may not lead to course credit and/or may be either paid or unpaid. An internship experience is more applicable in the second semester of the school year. Some internships simply involve observing professionals as they carry out their duties and some internships are designed to be capping experiences, which allow students to apply hands-on activities that are taught in class.

Internships may be an integral part of an existing course or may be an independent experience commensurate to completion of a course or a sequence of courses. Internships may be conducted under the supervision of an employer, employee(s), a teacher, and/or career development coordinator. See your high school principal, counselor, or career development coordinator for more information.

COOPERATIVE EDUCATION

Cooperative career-technical education provides on-the-job training for students through a cooperative agreement among the school, the employers, the parents/guardian, and the student. A cooperative education coordinator is responsible for providing classroom instruction related to the occupation in which the student is placed and for contact with the student and the appropriate supervisor at the training site. Written training agreements and written training plans between the school and the employers are cooperatively developed and available.

In the classroom, students receive instruction related to their on-the-job training experiences. A training plan jointly developed by the teacher-coordinator and employer outlines the sequential classroom instruction and on-the-job training a student receives. The training plan is the base for evaluating the student's progress on the job and in the classroom. Each cooperative student is coordinated and supervised by a teacher coordinator.

ACADEMY OF INFORMATION TECHNOLOGY

The Academy of Information Technology (AOIT) is a small learning community with the Vance County School District and is available to 10th, 11th, and 12th grade students at both Northern Vance and Southern Vance High Schools. As part of a student's regular curriculum he or she will take the classes listed below with a team of teachers for 3 years. Students will have an opportunity to choose the Information Technology path that best fits their interests: Web Page Design or Information technology. Partnerships with local employers, universities, and colleges bring resources from outside the high school to enhance student achievement.

The AOIT is affiliated with the National Academy Foundation (NAF) in New York City. The Academy is structured around three frameworks—a career themed small learning community, community partnerships and professional development.

The information technology concentration prepares students for a wide variety of careers that are satisfying, important, and monetarily rewarding and provide substantial opportunity for advancement. Students develop career skills, evaluate their own potential for success, and establish personal goals through this program. Academy students receive the opportunity for a head start on a professional and personal level.

Students interested in the Academy of Information Technology will enter through a selection process. Only 9th grade students can apply. Students will be required to complete an application, participate in an interview, make a commitment to the 3-year program and summer internship, have excellent attendance, and demonstrate academic achievement. Interested 9th grade students can pick up an academy packet in the Counseling Centers that includes academy information, course descriptions, and an application.

Web Page Design Strand Courses

AOIT Web Development – 10th Grade – Semester

AOIT Visual Basic* – 11th Grade – Semester

AOIT Cartoon Animation/Web Game* – 12th Grade – Semester

IT Strand Courses

AOIT IT Applications – 10th Grade – Semester

AOIT SAS Programming* – 11th Grade – SVHS & 12th Grade – NVHS - Semester

AOIT Visual Production* (SVHS AOIT only) – 12th Grade – Year Long

AOIT College Level Class* (To be determined) – 12th Grade

ARTS EDUCATION PATHWAYS IN THE CAREER PREP COURSE OF STUDY

High school students may choose to pursue an arts education pathway in the Career Prep Course of Study. This pathway requires completion of the following specific criteria:

- **4 credits in one** arts discipline: (dance, music, theatre arts, or visual arts)
- Courses must progress in **a sequence with at least one advanced level course.**

Band Pathways

	or		or	
Marching Band 1		Symphonic Band 1		Jazz Band 1
Marching Band 2		Symphonic Band 2		Jazz Band 2
Marching Band 3		Symphonic Band 3		Jazz Band 3
Marching Band 4		Symphonic Band 4		Jazz Band 4

Based on auditions, students may interchange courses of the same level. Students may substitute Visual Ensemble or Marching Percussion for any other band course in the pathway.

Art Pathways

	or		or	
Art 1		Art 1		Art 1
Art 2		Art 2		Art 2
Art 3		Art 3		Art 3
Art 4		AP General Portfolio Art		AP Drawing Portfolio Art

Choral Pathways

	or		or	
Chorus		Show Choir 1		Chorus
Show Choir 2		Show Choir 2		Ensemble 1
Show Choir 3		Show Choir 3		Ensemble 2
Show Choir 4		Show Choir 4		Ensemble 3

ROTC Pathways

	or	
Aerospace Science 1		CTE Pathway
Aerospace Science 2		
Aerospace Science 3		
Aerospace Science 4		

College Tech Prep Pathways

Agricultural and Natural Resources Technologies

Agricultural Education

Career Management
Computer Applications I
Digital Communication Systems
Agriscience Applications
Horticulture I
Horticulture II*
Agricultural Advanced Studies*
Agricultural Co-op Method/Internship
Drafting I

Required Courses:

Math: Algebra I, Geometry, Algebra II **or**
Algebra I, Tech. Math I & II

Science: Physical Science, Biology,
Earth/Environmental Science

Biological and Chemical Technologies

Family & Consumer Sciences Education

Career Management
Computer Applications I
Digital Communication Systems
Teen Living
Foods I – Fundamentals
Foods II - Advanced
Culinary Arts & Hospitality I
Family & Consumer Sci. Co-op Method/Internship
Family & Consumer Sciences Advanced Studies*
Principles of Technology I
Fundamentals of Technology

Required Courses:

Math: Algebra I, Geometry, Algebra II **or**
Algebra I, Tech. Math I & II

Science: Physical Science, Biology,
Earth/Environmental Science

Business and Information Technologies

Business Education/Marketing Education

Career Management
Principles of Business & Personal Finance
Accounting I
Accounting II*
Computer Applications I
Computer Applications II*
Digital Communication Systems
Business Co-op Method/Internship
Marketing
Marketing Management*
Strategic Marketing*
Marketing Co-op Method/Internship
Marketing Advanced Studies*
AOIT Web Development
AOIT Visual Basic*
AOIT Cartoon Animation/Web Game Design*
AOIT IT Applications
AOIT SAS Programming*
AOIT Visual Production*

Required Courses:

Math: Algebra I, Geometry, Algebra II **or**
Algebra I, Tech. Math I & II

Science: Physical Science, Biology,
Earth/Environmental Science

Construction Technologies

Trade & Industrial Education

Career Management
Computer Applications I
Digital Communication Systems
Construction Technology I
Construction Technology II*
Drafting I
Drafting - Architectural II*
Drafting – Engineering II*
Masonry I
Masonry II*
Trade & Industrial Co-op Method/Internship
Principles of Technology I
Fundamentals of Technology

Required Courses:

Math: Algebra I, Geometry, Algebra II **or**
Algebra I, Tech. Math I & II

Science: Physical Science, Biology,
Earth/Environmental Science

***Four credits must be completed in a pathway, one of which must be a starred course.**

College Tech Prep Pathways

Engineering Technologies

*Agricultural Education, Technology Education,
Trade & Industrial Education*

Career Management
Computer Applications I
Digital Communication Systems
Drafting I
Computer Engineering Technology I
Computer Engineering Technology II*
Trade & Industrial Co-op Method/Internship
Principles of Technology I
Principles of Technology II*
Fundamentals of Technology

Required Courses:

Math: Algebra I, Geometry, Algebra II **or**
Algebra I, Tech. Math I & II

Science: Physical Science, Biology,
Earth/Environmental Science

Health Sciences

Health Occupations Education

Career Management
Computer Applications I
Digital Communication Systems
Foods I – Fundamentals
Parenting and Child Development
Allied Health Science I
Allied Health Science II*
Health Sciences Co-op Method/Internship

Required Courses:

Math: Algebra I, Geometry, Algebra II **or**
Algebra I, Tech. Math I & II

Science: Physical Science, Biology,
Earth/Environmental Science

Industrial Technologies

Trade & Industrial Education

Career Management
Computer Applications I
Digital Communication Systems
Drafting I
Trade & Industrial Co-op Method/Internship
Principles of Technology I
Principles of Technology II*
Fundamentals of Technology
Virtual & Physical Modeling

Required Courses:

Math: Algebra I, Geometry, Algebra II **or**
Algebra I, Tech. Math I & II

Science: Physical Science, Biology,
Earth/Environmental Science

Public Service Technologies

*Family & Consumer Sciences Education,
Trade & Industrial Education*

Career Management
Computer Applications I
Digital Communication Systems
Teen Living
Foods I – Fundamentals
Foods II – Advanced*
Parenting & Child Development
Early Childhood Education I
Early Childhood Education II*
Culinary Arts and Hospitality I
Culinary Arts and Hospitality II*
Family & Consumer Sci. Coop Method/Internship
Family & Consumer Sciences Advanced Studies*
Cosmetology I
Cosmetology II*

Required Courses:

Math: Algebra I, Geometry, Algebra II **or**
Algebra I, Tech. Math I & II

Science: Physical Science, Biology,
Earth/Environmental Science

***Four credits must be completed in a pathway, one of which must be a starred course.**

College Tech Prep Pathways

Transport Systems Technologies

Trade & Industrial Education

Career Management
Computer Applications I
Digital Communication Systems
Automotive Service Technology I
Automotive Service Technology II*
Automotive Service Technology III
Drafting I
Trade & Industrial Co-op Method/Internship
Principles of Technology I
Fundamentals of Technology

Required Courses:

Math: Algebra I, Geometry, Algebra II **or**
Algebra I, Tech. Math I & II

Science: Physical Science, Biology,
Earth/Environmental Science

***Four credits must be completed in a pathway, one of which must be a starred course.**

NC VIRTUAL HIGH SCHOOL

Through North Carolina's Virtual High School our students can take a variety of on-line courses. The courses are provided at a variety of times. Students should be independent learners with computer access at school and for some courses, at home in order to be successful with these courses. Each course has a course description, and they vary in the number of units earned and the level (standard, honors, and AP). Some on-line classes last for a semester; some last for a full year. Students who may be considering an on-line course should take time to examine their personal skills and aptitudes for taking a class on-line.

The following attributes will greatly contribute to a student's success:

Self-motivation – Students can direct their own learning environment and methods to fulfill course requirements and achieve individual academic success.

Independent learner – The on-line environment enables students to learn at their own pace, relieving the stress of feeling rushed or pressured and providing enjoyment in the learning process.

Computer literate – although it is not necessary to have advanced computer skills, students should possess a working knowledge of electronic e-mail, the Internet, as well as basic keyboarding skills.

Time management – Students must be able to organize and plan their own best “time to learn.” There is no one best time for everyone, but the key to learning is to make the time to learn.

Effective written communication skills – Students must use electronic e-mail and discussion forums to communicate with their peers as well as the instructors. The ability to write clearly to communicate ideas and assignments is essential. This method provides the learner with rapid feedback as well as a means to inform instructors of any concerns or problems that they may be experiencing.

Personal commitment – Because there are no bells that begin and end classes, students must have a strong desire to learn and achieve knowledge and skills via online courses. Making a commitment to learn in this manner is a very personal decision and requires a strong commitment to perform in order to achieve academic success.

LEARN & EARN ONLINE

Qualified students in participating public high schools can take a variety of online college-credit courses at not cost to them or to their families. Students earn both high school and college credit for completed courses. Access to these courses is provided during the regular school day and an online course facilitator will assist students in the classroom.

Courses are offered during fall and spring semesters through UNCG iSchool and the community colleges. For registration dates, please check with your guidance counselor.

A Step Ahead
Dual Enrollment Program
Sponsored by Vance-Granville Community College

What is Dual Enrollment? How will it benefit you?

Dual Enrollment provides an opportunity for advanced high school students to enroll in college level course-work while still attending high school.

Vance-Granville Community College is pleased to offer the *A Step Ahead* Dual Enrollment program, which is tuition-free to high school students who want to get a head start in college. Students are scheduled based on space available.

Students who enroll in these classes, along with advanced classes in high school, will find that it is an academic advantage when applying to colleges. Most courses are transferable. However some students may experience difficulty transferring depending on the college they are transferring to.

VGCC offers a variety of general education courses such as social studies, humanities, math and many electives that may be applied to general core requirements at university system schools and most private colleges in North Carolina. Students interested in enrolling at VGCC may earn elective credit for high school that could be applied to a degree program at the college.

VGCC's advisors and counselors will work with students, parents, teachers and high school counselors to ensure that courses selected meet the student's needs.

VGCC's curriculum classes may start prior to the beginning of the high school term. Interested students will need to start college classes on VGCC's semester schedule, even though high school classes may not have begun. They should also check with their high school counselor for details on course starting dates and classes.

Student Eligibility

To qualify for *A Step Ahead* at VGCC, students:

- Must be enrolled in a high school program and making satisfactory progress towards high school graduation
- Must be enrolled in high school, taking at least three courses or enrolled half time
- Must get written permission (Dual Enrollment Form) from their high school principal and approval from appropriate staff at VGCC prior to registration
- Must be at least 16 years of age; a high school junior or senior

- Must have satisfactory placement test scores
- Must have satisfactory attendance and behavior record while in high school
- Must follow procedures and guide lines of the college and abide by the Student Code of Conduct

Costs

No tuition and fees are charged for *A Step Ahead* students. Students will be required to purchase any textbooks needed for classes.

Admission Requirements

A Step Ahead students will need to:

- Complete and submit an admission application to the VGCC Admissions Office
- Take the Placement Test at VGCC
- Complete the registration process

A Step Ahead at Vance-Granville Community College is designed to complement high school classes. Annual planning between Vance-Granville and your high school will ensure that courses offered at VGCC will not duplicate high school offerings.

Step Ahead in your college education by looking at one of our programs.

*For additional information contact your counselor or
the VGCC Student Development and Advancement Office at (252) 738-3321 or (252) 738-3328.*

REGISTERING FOR ON-LINE COURSES

After reading the information on the NC Virtual Public School and the dual enrollment program from Vance-Granville Community College, you may decide you would like to have more information about specific courses and how to enroll. You may investigate the course offerings by contacting your counselor or going on-line to www.ncvps.org or www.ncpublicschools.org/learnandearnonline. The websites will give you information on the courses provided and NC's Learn and Earn program. You can also call the VGCC Student Development and Advancement Office at 252-738-3321 or 252-738-3328. Remember that your guidance counselor is always your best resource, because they know you and your program of study.

According to Vance County School Board Policy, students must have certain approval for taking courses offered by other schools.

For the Vance-Granville courses and Learn and Earn On-line: Each student must have a conference with and the recommendation of: the guidance counselor, a Vance County teacher in the subject area, and the principal of the school in which the student is enrolled. The parent or guardian must give permission for the enrollment and a passing score on a placement test may be required.

For the NCVPS: The principal or his designee must review the student's current educational program, review the course content of the subject the student wishes to take and then grant permission for the student to take the course at another school (the on-line provider). A student may not take more than half the total requirements for graduation and no more than half the academic course requirements in a subject area through other schools.

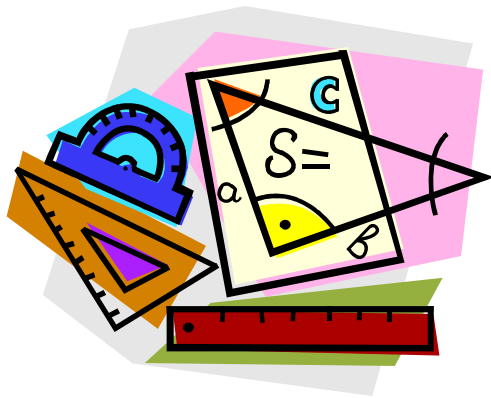
Students who enroll in the on-line courses provided may be asked to fill out a questionnaire relating to their readiness for an on-line experience. The questionnaire will provide insight for students into what the expectations for a good on-line experience may be. The estimated time commitment for students in on-line courses is 3-4 hours each day in some cases.

Alternative Programs for High School Students

	NCVPS	Learn & Earn	Dual Enrollment
How Classes are Presented	Online	Online A lab facilitator is required	Online or Traditional Traditional class taught at VGCC.
Benefits to Students	Earn high school credit for a course which VCS does not offer or for a course which does not fit into student's schedule	Earn college credit and earn potentially high school credit	Earn college credit and earn potentially high school credit
Requirements/ Eligibility	<ol style="list-style-type: none"> 1. Grade 9-12 (No age requirement) 2. Must meet course requirements 3. Must attend a NC public school 	<ol style="list-style-type: none"> 1. Grade 9-12 (No age requirement) 2. VGCC Placement Test or acceptable SAT or ACT scores 3. Must meet course requirements 4. Must attend a participating public school system 	<ol style="list-style-type: none"> 1. At least 16 years old 2. VGCC Placement Test or acceptable SAT/ACT scores 3. Written permission from school principal on a Dual Enrollment Form each semester 4. Enrolled in high school at least half day 5. Must meet course prerequisites
Costs	<ol style="list-style-type: none"> 1. Books provided by school system 2. Cost of AP exam for an AP course 	<ol style="list-style-type: none"> 1. Tuition waived 2. Books provided by school system 	<ol style="list-style-type: none"> 1. Tuition waived 2. Fees paid by student 3. Books purchased by student
Admission Requirements	Complete Registration Form	<ol style="list-style-type: none"> 1. Complete Application 2. VGCC Placement Test or acceptable SAT or ACT scores 3. Complete registration process 	<ol style="list-style-type: none"> 1. Complete Application 2. VGCC Placement Test or acceptable SAT or ACT scores 3. Submit Dual Enrollment Form signed by High School Principal 4. Complete registration process
Class Length	School Semester	10 or 16 weeks	16 weeks
Contact Information	High School Counselor	High School Counselor	High School Counselor

SECTION III

COURSE DESCRIPTIONS



ENGLISH

All levels of English (Academic English 1, 2, 3, 4; and Honors English 1, 2, 3, 4 and AP English) meet the requirement for college admission. All levels of English 1 and 2 require the student to take an End-of-Course test based on goals and objectives for ninth and tenth grade English listed in the North Carolina Standard Course of Study. All Academic level English courses will be instructed with a rigorous pace and content leading the successful student to college admission. Emphasis will be placed on developing the students' critical reading and writing abilities through guided, in-class activities and discussion. Instruction will assess and address various types of student learning styles and levels of readiness. Honors courses move beyond the requirements of the N.C. Standard Course of Study. They require that students perform more independent work at a more polished level of performance.

Any student may take any of the levels as long as he or she is willing to fulfill the requirements for the course. Recommended criteria for selection of courses, included in the course description section of the handbook, should be studied by both parents and students to assist in selecting courses that will prepare them for their post-secondary education and/or work plans. All students are strongly encouraged to register for the highest level courses that challenge their abilities and increase their opportunities for success in life.

Academic English 1 9th

10212U

1 unit

The ninth grade English/Language Arts curriculum emphasizes reading, writing, listening, speaking, and the development of critical thinking skills. This course integrates literature and composition with an emphasis on learning literary terms, vocabulary development, reading comprehension skills, and clear, coherent writing. Acquiring and using SAT vocabulary in writing is emphasized. Writing focuses on mechanical correctness, fluency and structure. Students write personal essays and other short papers. Emphasis is placed on developing critical thinking skills in understanding, applying and evaluating key concepts. Students should expect nightly homework assignments and/or compositions that reinforce classroom instruction. English 1 requires a state mandated End of Course exam.

Honors English 1 9th

Weighted: 1 point

10215U

1 unit

This course provides reading, writing and speaking opportunities, which challenge the advanced, highly motivated, independent, learner. Students are required to analyze, synthesize and evaluate a variety of literary forms and selections. Acquiring and using SAT vocabulary in writing is emphasized. Composition is an integral part of this course, with emphasis on writing themes, essays and formal research. This course focuses on the development of complex thought processes and creative expression through discussion and frequent writing assignments. Homework is an extension and reinforcement of learning. Honors English 1 requires a state mandated End of Course exam.

Academic English 2 10th

Prerequisite: English 1

10222U

1 unit

Students in English 2 read, analyze and evaluate representative pieces of literature from around the world, excluding American and British literature. Special emphasis is placed on informational writing skills to help students clarify their own thinking, express their opinions, and broaden their knowledge base. Acquiring and using SAT vocabulary in oral and written exercises is emphasized. Students edit their work for errors in sentence formation, usage, mechanics and spelling. Students should expect nightly homework assignments and compositions that reinforce classroom instruction. Emphasis is placed on developing the critical thinking skills necessary to apply, analyze, and evaluate key concepts. A formal, typed research paper is part of the English 2 Balanced Curriculum expectations.

Honors English 210th

Weighted: 1 point

Prerequisite: English 1

10225U**1 unit**

This honors course is designed to challenge the academically advanced, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of world literature, exclusive of American and British selections. In-depth study of selected short stories, novels, dramas, poetry and nonfiction, which requires students to analyze, synthesize and evaluate the selections are the focus of this course. Acquiring and using SAT vocabulary in oral and written exercises is emphasized. Composition with an emphasis on themes, essays, and a formal research paper is an integral part of this course. In preparation for the 10th grade writing test, special emphasis is placed on informational writing skills. Homework is a reinforcement and extension of classroom instruction. A formal, typed research paper is part of the English 2 Balanced Curriculum expectations.

Academic English 311th

Prerequisite: English 2

10232U**1 unit**

The eleventh grade English course focuses on a chronological survey of American literature from the pre-Revolutionary period through the twentieth century. Major emphasis is given to building vocabulary, spelling, composition, grammar, mechanics, analytical and independent reading, the development of critical thinking skills necessary to apply, analyze, and evaluate key concepts and research. Students write a detailed research paper.

Honors English 311th

Weighted: 1 point

Prerequisite: English 2

10235U**1 unit**

In this course students study literary works of minor and major American writers from the pre-Revolutionary period through the twentieth century. Students analyze, synthesize and evaluate the literature using various forms of writing. Independent reading, critical writings and a research paper are major emphasis of the course.

AP English Language and Composition 3 10237U11th

Weighted: 2 points

Prerequisite: English 2

1 unit

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The course allows students to write in a variety of forms—narrative, exploratory, expository, argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. This course is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Students enrolled in this course must take the AP English Language and Composition exam.

Academic English 412th

Prerequisite: English 3

10242U**1 unit**

Students study the various forms of British and other Western literature. Major emphasis is given to building skills in vocabulary, spelling, composition, grammar, mechanics, analytical and independent reading, the development of critical thinking skills necessary to apply, analyze and evaluate key concepts and research. Students write a research paper and a critical analysis of a literary work. The successful completion of the research paper is a requirement for the course.

Honors English 4 **10245U** **1 unit**
12th Weighted: 1 point
Prerequisite: English 3

In this course students study the literary works of British and other selected Western authors. Students analyze, synthesize and evaluate the literature selections using various forms of writing. Independent reading, critical analysis, and the completion of a research paper are requirements for the course.

Freshman College English 111 **95765U** **1 unit**
(Vance Granville Community College: enrollment determined by space availability)
12th Weighted: 1 point
Prerequisites: English 4 and successful completion of the VGCC Academic Assessment, or
a minimum score of 500 on the Verbal portion of the SAT and
a minimum score of 500 on the Mathematics portion of the SAT.

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

AP Literature and Composition **10247U** **1 unit**
12th Weighted: 2 points
Prerequisite: English 3

Advanced Placement English is a college level course which is designed to be intensive and intellectually rigorous. Students will sharpen their analytical and composition skills and expand their knowledge of western civilization through study of its literature. Students write a critical analysis after each unit of study, complete required summer reading assignments, and take the AP English Exam, which is a requirement for the course.

Composition 1 **102521** **1 unit**
10th, 11th
Prerequisite: English 1

In this course, students learn to use the writing process to complete works worthy of publication. Students will compose works in various literary genres, including poetry, fiction, non-fiction, and the essay. Class members will serve as the staff of the literary magazine, writing for the publication and helping to plan the layout of the entire book. After school work is required, including research in the community to write a feature article. Students will also learn the fundamentals of photography, art, and design.

Composition 2 **102522** **1 unit**
11th, 12th
Prerequisite: Composition 1

Students will continue the study of writing in this course. Class members play a more active role on the magazine staff. Composition 2 students raise funds, write and select materials to be included and plan the layout and design of the entire publication. Students will learn to use writing skills for college-style essays and research writing. Students are also introduced to basic desktop publishing, word processing, and photography imaging skills. After school work is required.

Composition 3 **102523** **1 unit**
12th Weighted: 1 point
Prerequisites: Composition 1 & 2

Students continue to improve their writing skills in this course. Composition 3 students serve in editorial positions on the magazine, participating even more actively in material selection, layout, and photography of the publication. Many after school hours are required.

Journalism 1/Newspaper **10312J** **1 unit**
10th, 11th, 12th
Prerequisite: Keyboarding skills

Journalism 1/Newspaper is a course designed to introduce students to all aspects of journalism and journalistic writing. Students write and interview as reporters under the direction of the newspaper advisor. Students also learn newspaper design, style, history, research, advertising and career opportunities. Interviewing and reporting assignments outside of school may be required.

Journalism 2/Newspaper **10322J** **1 unit**
10th, 11th, 12th
Prerequisite: Journalism 1

Journalism 2/Newspaper is a course designed to continue students' understanding of journalism and journalistic writing under the direction of the newspaper advisor and the newspaper staff. Students must be motivated as they will generate story ideas, write stories, use the computer, and sell ads. Reporting assignments and computer designing outside of school hours are required.

Journalism 3/Newspaper **102925** **1 unit**
11th, 12th
Prerequisites: Journalism 2/Newspaper, Instructor/Principal recommendation

Journalism 3 students fill the roles of newspaper staff by producing the newspaper and leading Journalism 2 students. Students must be motivated as they will generate story ideas, write stories, use the computer, and sell ads. Reporting assignments and computer designing outside of school hours are required.

Journalism 4/Newspaper **102926** **1 unit**
12th
Prerequisites: Journalism 3/Newspaper, Instructor/Principal recommendation

Journalism 4/Newspaper students produce the newspaper and lead Journalism 2 & 3/Newspaper students. Students must be motivated as they will generate story ideas, write stories, use the computer, sell ads and sell the newspaper. Reporting assignments and computer designing outside of school hours are required.

Journalism/Yearbook 1 **10312U** **1 unit**
10th, 11th, 12th
Prerequisites: English 1, Keyboarding skills

Yearbook 1 students learn basic techniques of yearbook design, journalistic writing styles and advertising and photographic techniques. Students share with Yearbook 2 and 3 classes the responsibility of producing the yearbook. Marketing and a minimum number of advertising sales are required. Advanced composition skills and at least a "B" in English are recommended. Students must be prepared to work after school and on weekends to meet deadlines.

Journalism/Yearbook 2 **10322U** **1 unit**
11th, 12th
Prerequisite: Yearbook 1

Yearbook 2 students practice and improve techniques learned in Yearbook 1 as they produce the yearbook. Students are responsible for selling advertisements and yearbooks to fund the publication. Students must have successfully completed Yearbook I and be able to work on the publication after school and on weekends in order to meet deadlines.

Journalism/Yearbook 3 **102923** **1 unit**
11th, 12th
Prerequisites: Yearbook 2, Instructor/Principal recommendation

Yearbook 3 students practice and improve techniques learned in Yearbook 1 and 2 as they produce the yearbook. They must have satisfactorily mastered the objectives of Yearbook 2 and are responsible for selling advertisements and yearbooks to fund the publication. Students must be prepared to work after school and on weekends to meet deadlines. Knowledge in one area of computer technology, photography experience, accounting, graphic arts or advanced composition is recommended for this course.

Journalism/Yearbook 4 **102924** **1 unit**
12th
Prerequisites: Yearbook 3, Instructor/Principal recommendation

Journalism 4 students improve their yearbook skills and provide leadership in the development of the yearbook. They will be responsible for meeting all deadlines, selling ads, and for the yearbook final copy. After school hours are required.

Writing **10102U** **1 unit**
10th, 11th, 12th
Prerequisite: English I

This course is designed to help students develop their formal writing skills. Students use the writing process to compose essays with emphasis on organization skills, thesis development, sentence variation, voice, developing support for an argument, vocabulary building, and grammar. Students apply these skills to produce essays in the four modes of writing -- descriptive, narrative, expository and argumentative.

Black Literature **10272B** **1 unit**
11th, 12th

This course is designed to introduce students to the various literary works of Black American authors and to develop an understanding of their contributions to American literature. Students study the diverse styles, themes, values, and personal experiences of Black writers. Attention is given to fiction, autobiographies, poetry, and literary criticism.

Broadcast Journalism 1 **10312B** **1 unit**
11th, 12th
Prerequisites: English 2, Instructor/Principal recommendation

Broadcast Journalism is designed to put written journalistic talents on tape. Broadcasts are part of the curriculum. Students should have proficient writing skills, enjoy public speaking, collecting, collating, and producing news. The history of broadcast news and new innovations will be explored. Familiarity with computers is essential for successful completion of course. Extensive use of computers is required for editing, dubbing, and creating blips.

Broadcast Journalism 2 **10322B** **1 unit**
12th

Prerequisites: Broadcast Journalism 1, Instructor/Principal recommendation

Students will expand the knowledge acquired in level one to produce the daily newscast. Other projects will be created for submission to contests sponsored by organizations in which we are enrolled as a school (Southern Interscholastic Press Association) or groups such as CNN. Projects for area business groups or the school system will be required. Students are required to videotape material and edit productions as needed after school. This class is for seniors with a strong desire to work in the broadcasting industry.

Photojournalism **10312P** **1 unit**
11th, 12th

Prerequisite: Yearbook 1

Students learn Adobe Photoshop techniques. They edit, stylize, and work with digital images. Flat bed and negative scanning is used to store media. Digital technology is used to photograph. Students are expected to produce high quality images for printing.

Fine Arts and Humanities **40902U** **1 unit**
11th, 12th

Prerequisite: English 2

Students will study and explore art masters and their works; musical composers and their compositions, and architecture from classical to post modern eras. An independent research project is required. Exposure to cultural events is also required. Field trips and evening performances are part of the course. College bound students will be better prepared for post secondary liberal arts courses upon completion of this course.

SAT Prep English & Math 1 **951021-NV / 951025-SV** **1 unit**
10th, 11th, 12th

Corequisite: English 2

Prerequisite: Algebra 1

The course is designed for students who need extra help in preparing for the verbal and math sections of the SAT. It provides preparation for the verbal skills section of the SAT, which consists of an intense vocabulary study, writing essays, sentence completion and reading for comprehension and interpretation. Extra help in preparing for the Math section of the SAT, which focuses on equalities, inequalities, estimation, and student-produced response questions involving Algebra & Geometry is also included.

SAT Prep English & Math 2 **951022** **1 unit**
10th, 11th, 12th

Prerequisites: SAT Prep English & Math 1, English 2, Algebra 1

The course is designed for students not making the minimum score on the verbal and math sections of the SAT for college admission or for students wishing to raise their current SAT score to a higher level. It provides preparation for the verbal skills section of the SAT, which continues an intense vocabulary study, writing essays, sentence completion and reading for comprehension and interpretation. Extra help in preparing for the Math section of the SAT, which focuses on equalities, inequalities, estimation, and student-produced response questions involving Algebra & Geometry is also included.

Young Adult Literature
9th, 10th, 11th, 12th

10272U

1 unit

Course will consist of reading age-appropriate popular contemporary authors. Discussion and writings will consider tone, characterization, character of community, subtlety, symbolism, and emotive language in novels. Oral expression, speech skills, speed reading, vocabulary, and critical thinking will be emphasized. Students will read 15 young adult novels.

SECOND LANGUAGE

Colleges prefer that students take foreign languages in the last years of high school. Students who entered high school in the school year 2002-2003 must take two years of the same foreign language to enter the University of North Carolina System. However, some colleges may require more than two years of the same foreign language. Students must check college catalogues for specific requirements. Students who choose level one of a foreign language when they are high school freshmen should plan to complete four levels by the time of graduation. Students who enter high school with successful completion of foreign language instruction will be given consideration for upper level courses. All students are strongly encouraged to register for the highest level courses that challenge their abilities and increase their opportunities for success in life.

French 1 **10412U** **1 unit**
9th, 10th, 11th, 12th

This is an introductory language course with strong emphasis on basic speaking skills, grammar, and phonetics. In this course students are exposed to the culture and customs of France and other French speaking countries. It is recommended that students planning to take a foreign language have at least a “C” average in English.

French 2 **10422U** **1 unit**
10th, 11th, 12th
Prerequisite: French 1

This is a second level foreign language course designed to expand the students ability to speak, understand, read and write French. The study of French history and culture are important elements of this course. Correct grammar is emphasized at this level.

French 3 **10435U** **1 unit**
11th, 12th Weighted: 1 point
Prerequisite: French 2

This course places increased emphasis on communication skills. Reading and writing will continue to be developed. Grammatical instruction will include a review of levels one and two as well as the study of more advanced structures. A more intensive study will be made of the French culture, particularly in French art and literature. It is highly recommended that students taking French 3 have at least a “C” average in French 2.

French 4 **10445U** **1 unit**
12th Weighted: 1 point
Prerequisite: French 3

This course is a general review and application of the knowledge and skills learned in French 1, 2 & 3. There is an emphasis on speaking the language with a degree of fluency as well as on studying the literature and culture of the French people. A selection of readings from the French Advanced Placement list will be studied. Interested students can receive special help in preparing for the AP Test. It is highly recommended that students taking French 4 have at least a “C” average in French 3.

Spanish 1 **10512U** **1 unit**
9th, 10th, 11th, 12th

This is an introductory language course with strong emphasis on developing a basic foundation for the ability to speak, understand, read, and write Spanish. It includes a study of structure of grammar. The Hispanic American culture is emphasized in this course. It is recommended that students taking a foreign language, have at least a "C" average in English.

Spanish 2 **10522U** **1 unit**
10th, 11th, 12th
Prerequisite: Spanish 1

This is a second level foreign language course designed to increase and expand the student's ability to speak, understand, read and write Spanish. The study of Spanish culture and the role of Spain in history are important elements of this course. Correct grammar is emphasized at this level.

Spanish 3 **10535U** **1 unit**
11th, 12th Weighted: 1 point
Prerequisite: Spanish 2

This course places increased emphasis on communication skills. Reading and writing will continue to be developed. Grammatical instruction will include a review of levels one and two as well as the study of more advanced structures. A more intensive study will be made of the Spanish culture, particularly in Spanish art and literature. It is highly recommended that students taking Spanish 3 have at least a "C" average in Spanish 2.

Spanish 4 **10545U** **1 unit**
12th Weighted: 1 point
Prerequisite: Spanish 3

This course is a study of Spanish and Spanish-American literature as well as on an intensive review of the grammar learned in previous years. A selection of novels, dramas, and poetry from the Spanish Advanced Placement list will be studied. Interested students can receive special help in preparing for the Advanced Placement Examination. It is highly recommended that students taking Spanish 4 have at least a "C" average in Spanish 3.

SCIENCE

Instruction for all levels of Science courses (Earth/Environmental Science, Physical Science, Biology, Chemistry and Physics) addresses the entire scope and sequence of the North Carolina Standard Course of Study. All courses will stress the scientific and inquiry approach to knowledge and will use activities, labs, experiments, reports and available technology for instruction.

A variety of instructional techniques will be used to meet the variety of student learning styles and levels of preparation. Students will use the tools and methods of scientific inquiry in the learning process. All Academic courses cover the entire North Carolina Standard Course of Study for that subject at a rigorous pace and depth. Success in academic science courses meets the science standards for admission to the North Carolina University system. Honors courses stress more individual, out-of-class investigation and reporting. These courses assume a strong background in reading and a willingness to work independently and diligently on subjects within and beyond the North Carolina Standard Course of Study.

Students should take any level of science courses as long as they are willing to fulfill the requirements for the courses. It is recommended that parents and students study the suggested criteria for each course that is included in the course descriptions below. All students are strongly encouraged to register for the highest level courses that challenge their abilities and increase their opportunities for success in life.

Academic Earth/Environmental Science 30382U **1 unit** 9th, 10th, 11th, 12th

The Earth/Environmental Science student will study the major concepts of Ecology. They will explore the features of planet earth, the forces that shape it and its place in the solar system. Students will learn the basic principles of geology, meteorology, climatology, oceanography and astronomy. Furthermore, students will explore the effects humans have on their environment and demonstrate knowledge that the earth is an interacting system.

Honors Earth/Environmental Science 30385U **1 unit** 9th, 10th, 11th, 12th Weighted: 1 point

The Honors Earth/Environmental Science student will study the major concepts of Ecology. Honors Earth/Environmental Science is designed for students interested in a science related career. Students will learn and apply principles of geology, meteorology, climatology, oceanography and astronomy. Exploration of the effects of humans on the environment will be explored. Students will be expected to take some on-line quizzes, keep a nature journal, apply critical thinking, and perform summer projects for the course. Emphasis will often be on independent, out-of-class work. Students will demonstrate and apply knowledge that the earth is an interacting system.

AP Environmental Science 30427U **1 unit** 11th, 12th Weighted: 2 points

Prerequisites: successful completion of two years of high school laboratory science: Biology, Earth/Environmental Science, or Chemistry

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Academic Physical Science **30102U** **1 unit**
9th, 10th, 11th, 12th
Prerequisite: None (Algebra I suggested)

Academic Physical Science presents an introductory knowledge of both Chemistry and Physics. Fundamental concepts of algebra are valuable in this course. The course covers the entire North Carolina Standard Course of Study in this area. Curriculum goals include mechanics, thermal energy, electricity and magnetism, wave motion and the nature of sound and light, structure and property of matter, and regularities in chemistry. Scientific methods of inquiry and observation techniques are emphasized. Requirements include daily class work and homework along with independent research and inquiry projects. Twenty-five percent of the grade is taken from the North Carolina End-of-Course Test.

Honors Physical Science **30105U** **1 unit**
9th, 10th, 11th, 12th Weighted: 1 point
Prerequisite: None (Algebra I suggested)

Honors Physical Science presents a more comprehensive approach to Chemistry and Physics. Students will work in teams and also independently. Knowledge of fundamental algebraic concepts is beneficial in this course. Curriculum goals include mechanics, thermal energy, electricity and magnetism, wave motion and the nature of sound and light, structure and property of matter, and regularities in chemistry. Scientific methods of inquiry, observation, and labs are emphasized. Daily class work, homework, along with independent research projects that require critical thinking and application of concepts will be assigned. Twenty-five percent of the grade is taken from the North Carolina End-of-Course Test.

Academic Biology **30202U** **1 unit**
10th, 11th, 12th
Prerequisite: Physical Science or Earth/Environmental Science

This course is designed to provide a general understanding of the concepts and principles of biology. The curriculum includes a study of the cell, the molecular basis of heredity, biological evolution of heredity, the interdependence of organisms, matter, energy, and organization in living systems, as well as the behavior of organisms. Laboratory work is an important part of each phase of the course. Twenty-five percent of the grade is taken from the North Carolina End-of-Course Test, which is also the final exam in the course.

Honors Biology **30205U** **1 unit**
10th, 11th, 12th Weighted: 1 point
Prerequisite: Physical Science or Earth/Environmental Science

This course is designed for students with a high interest and aptitude in the biological sciences who plan taking more advanced science courses. Content and principles are taught in greater depth and magnitude than required by the North Carolina Standard Course of Study. Major topics of study include the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization of living systems, and the behavior of organisms. Students perform extensive individual research, independent study, and laboratory investigation. Twenty-five percent of the grade is taken from the North Carolina End-of-Course Test, which is also the final exam in the course.

Biology Seminar (required for AP Biology) **30805B** **1 unit**
11th, 12th Weighted: 1 point
Prerequisite: Biology
Recommendation: a strong background in biology and other science courses

This course serves as an introduction to AP Biology. Students registering for Biology Seminar may also register for AP Biology.

AP Biology **30214V** **1 unit**
11th, 12th Weighted: 2 points
Prerequisite: Biology Seminar

This course provides an in-depth study of the three broad areas of biological sciences -- molecular and cellular biology, organismal biology and populational biology. College level textbooks will be used, and laboratory experiments and observations will be integral parts of the course. Students enrolled in this course are required to complete an independent science project and take the AP exam in Biology. This course prepares students to take the Advanced Placement Exam in Biology. Students are required to have completed Biology Seminar. Students registering for both Biology Seminar and AP Biology may not drop AP Biology at mid-year.

Human Anatomy/Physiology **39991A** **1 unit**
11th, 12th
Prerequisite: Biology

Human Anatomy/Physiology is designed for students interested in pursuing a health sciences career. Emphasis will be placed on a study of the functions and structure of the human body. Laboratory investigations will be used to study important concepts.

Academic Chemistry **30502U** **1 unit**
10th, 11th, 12th
Prerequisites: Physical Science, Biology, and Algebra 2 completed or concurrent

Students will study the structure and composition of matter, the changes in the composition of matter, and the mechanisms by which these changes occur. Metric measurements, the Avogadro number, and stoichiometric computations are requirements of the course. Students are required to take the N. C. End-of-Course Test in Chemistry.

Honors Chemistry **30505U** **1 unit**
10th, 11th, 12th Weighted: 1 point
Prerequisites: Honors Biology, Algebra 2 completed or concurrent

Students will study the structure and composition of matter, the changes in the composition of matter, and the mechanisms by which these changes occur. Honors Chemistry is designed for students interested in a science related career. Honors Chemistry emphasizes mathematical computations and independent study. A science research project is required. Students are required to take the N. C. End-of-Course Test in Chemistry.

Chemistry Seminar (required for AP Chemistry) **30805C** **1 unit**
11th, 12th Weighted: 1 point
Prerequisite: Chemistry
Recommendation: Honors Chemistry

This course serves as an introduction to AP Chemistry. Students registering for Chemistry Seminar may also register for AP Chemistry.

AP Chemistry **30517U** **1 unit**
11th, 12th Weighted: 2 points
Prerequisite: Chemistry Seminar

This course is a college level general chemistry course. An in-depth study of atomic and molecular structure, stoichiometry, thermodynamics, kinetics, aqueous and basic solutions and basic techniques of qualitative and quantitative analysis are studied. Students enrolled in this course are required to complete independent research projects. This course prepares students to take an Advanced Placement Exam in Chemistry. Students are required to have completed Chemistry Seminar. Students registering for both Chemistry Seminar and AP Chemistry may not drop AP Chemistry at mid-year.

Oceanography (Marine Science) **30452U** **1 unit**
11th, 12th
Prerequisite: Biology 1

Oceanography (Marine Science) is the application of all sciences to the study of oceans. In Marine Science the physical characteristics of the ocean are studied (sea floor and currents). Also included is the study of life in oceans, the mineral resources, and the relationships between events on land and events in the ocean. An activity in the course is a field trip to the coast.

Academic Physics **30602U** **1 unit**
11th, 12th
Prerequisites: Algebra 2, Chemistry

Physics is a foundation course for further study in science or science related careers. Students study the principles of mechanics and forms of energy including sound, light, heat, electrical, kinetic, magnetic and nuclear energy, both conceptually and mathematically. Students are required to take the N. C. End-of-Course Test in Physics.

Honors Physics **30605U** **1 unit**
11th, 12th Weighted: 1 point
Prerequisites: Precalculus, completed or concurrent, and Chemistry

Physics is a foundation course for further study in science or science related careers. Students study the principles of mechanics and forms of energy including sound, light, heat, electrical, kinetic, magnetic and nuclear energy, both conceptually and mathematically. Honors Physics is an in-depth mathematical study of physics. An independent science research project is required. Students are required to take the N. C. End-of-Course Test in Physics.

AP Physics **30607U** **1 unit**
11th, 12th Weighted: 2 points
Prerequisites: Honors Physics

This Physics course includes topics in both classical and modern physics. A knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be the major goals of the course. Students enrolled in this course must take the AP Physics B exam.

Principles of Technology 1**80112U****1 unit**10th, 11th, 12th

Recommended: Algebra 1 and Fundamental of Technology

This course provides a hands-on approach to understanding principles and concepts of technology and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power.

Principles of Technology 2**80122U****1 unit**11th, 12th

Prerequisite: Principles of Technology 1

This course is designed as a continuation of level 1. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy converters, transducers, radiation theory, optical systems, and time constants.

SOCIAL STUDIES

In the social studies curriculum academic and honors courses teach all of the North Carolina Standard Course of Study goals and objectives that will be assessed on the individual Social Studies End-of-Course Tests. In turn, all courses offer instruction that meets the basic college requirements for admission into the North Carolina University system. Academic courses stress assessment of students' learning styles and improvement of writing and reading skills to allow students rigorously pursue the content of the courses. Technology programs will be used as part of the instruction. Honors courses stress more independent and out of class preparation and work products that often move beyond the requirements of the N.C. Standard Course of Study. All students are strongly encouraged to register for the highest level courses that challenge their abilities and increase their opportunities for success in life.

Academic World History

9th, 10th, 11th, 12th

40242U

1 unit

In this academic course students begin this study with an emphasis on geography and continue the study of ancient civilizations and the development of Western European cultures. The course emphasizes the development of the Non-Western cultures and includes a study of the impact of these nations on contemporary society. Students will develop an understanding of the cause and effect relationship between world events, particularly in the twentieth century. Students will be able to identify key people, places, events and dates in world history. Students will be required to prepare a research paper.

Honors World History

9th, 10th, 11th, 12th

Weighted: 1 point

40245U

1 unit

In-depth coverage of the development of humankind from prehistoric times to the present is emphasized in this course. Considerable time is spent on analyzing the major political, social, and economic developments of European, African and Asian cultures. Through the study of revolution, world conflicts, and the cultures of the third world nations, this course emphasizes the evaluation of factors which contribute to conflict and interdependence in the modern world. Focused papers on selected topics and a research paper are required.

Academic Civics and Economics

10th, 11th, 12th

40522U

1 unit

This academic course is designed to provide students with an understanding of the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will gain an understanding of how the systems civics and economics affect their lives as consumers and citizens and of their rights and responsibilities as citizens. The course will examine the foundation of the American political system, the values and principles of American democracy, the North Carolina Constitution and state and local governments, the role of the citizen at all levels of government, the process of enacting and enforcing laws, and the factors affecting economic choices. Students are required to take the NC End-of-Course Test for Civics and Economics.

AP United States History **40217U** **1 unit**
11th, 12th Weighted: 2 points
Prerequisite: Honors US History Seminar

This college level course covers the major themes of American History from Reconstruction to the present. The focus is on an in-depth critical analysis and evaluation of significant political, economic and social events. Students will apply their knowledge of specific movements in American History and their impact on society today. There is a heavy emphasis on analytical writing and understanding documents. This course prepares students to take the Advanced Placement exam in US History, which is required. Successful completion of the class counts as the US History requirement for graduation. Students are required to take the N. C. End-of-Course Test in U. S. History.

AP Government & Politics: United States **40427U** **1 unit**
11th, 12th Weighted: 2 points
Recommendation: a strong background in US History

This Advanced Placement course is designed to provide students with the analysis skills and factual knowledge necessary to deal critically with the problems and materials in US Government and Politics. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens. The content of this course is the equivalent to that of an introductory college course in US government and politics.

Community Policing & Juvenile Justice **49991J** **1 unit**
11th, 12th Weighted: 1 point
Prerequisite: Must be 16 years of age
Vance-Granville Community College: enrollment determined by space availability (Huskins course)

This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. This course will also cover the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, compare community policing to traditional policing, identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition..

Introduction to Criminal Justice **49991C** **1 unit**
11th, 12th Weighted: 1 point
Prerequisite: Must be 16 years of age
Vance-Granville Community College: enrollment determined by space availability (Huskins course)

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course does not fulfill the US History requirement for graduation.*

Sociology **40602U** **1 unit**
11th, 12th

This course is a study of social problems basic to American history, the legal system, the racial and ethnic composition of our society, and the rights and responsibilities of citizens. It also includes a study of the basic social institutions (family, education, religion, economy, and political systems). *This course does not fulfill the US History requirement for graduation.*

African American Studies
12th

40112U

1 unit

African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience. However, African Americans have also been a viable force unto themselves with their own experiences, culture, and aspirations. African American history cannot be understood except in the broader context of the United States' history. *This course does not fulfill the US History requirement for graduation.*

FINE ARTS

Art 1 **54152U** **1 unit**
9th, 10th, 11th, 12th

Art 1 is an introductory course open to students in grades 9-12 who wish to enhance their appreciation and understanding of the visual arts. Emphasis will be on drawing (perspective, proportions, shading, shadowing, etc.) as this is the basic tool used for visual communication. Color theory (primary, secondary, complimentary, tints, shades, etc.) and contemporary art history will also be taught. Pencil, pen and ink, watercolor, and prismacolor will be utilized. Prior drawing skills are not required.

Art 2 **54162U** **1 unit**
10th, 11th, 12th
Prerequisite: Art 1

Students use skills learned in Art 1 to creatively solve visual problems. Composition, originality, and professional presentation of art work are stressed. Advanced media such as acrylic paint, foam board, color ink, etc. are used.

Art 3 **54172U** **1 unit**
11th, 12th
Prerequisite: Art 2

This course is designed for students who plan to pursue art after leaving high school. Students will work individually in the areas of art which are of major interest to them.

Art 4 **54182U** **1 unit**
12th
Prerequisite: Art 3

This course is the culmination of Art 1, 2, and 3 and is structured to prepare the student for possible admission to a post high school art program. Students will work individually. Originality and creativity are stressed.

AP General Portfolio Art **54527G** **1 unit**
12th Weighted: 2 points
Prerequisite: Art 3

Students will work to demonstrate proficiency in a variety of areas including drawing, color and design and three dimensional work. The course will be a complete portfolio preparation. Portfolios will be developed in three sections: quality (excellence demonstrated in artworks), concentration (an in depth, personal commitment to a particular artistic concern), and breadth (a variety of experiences in using the formal technical and expressive means available to an artist). Portfolios will be sent to the College Board and evaluated by seven artist educators for credit in slide form.

AP Drawing Portfolio **54527D** **1 unit**
12th Weighted: 2 points
Prerequisite: Art 3

Students will address a broad interpretation of drawing issues. For example, painting, printmaking, studies for sculpture, some forms of design and abstract, and observational works. This course also addresses the three areas of quality, concentration and breadth, as listed above. Students will work independently with instructor critiques to complete their portfolios. Portfolios will be sent to the College Board and evaluated by seven artist educators for credit.

Chorus **52302U** **1 unit**
9th, 10th, 11th, 12th

Chorus is for developing the skills of choral singing. This chorus performs at least twice during the semester and participation in all concerts is required. There will be occasional after-school rehearsals.

Drama 1 **53152D** **1 unit**
10th, 11th, 12th

This is an introductory drama course. The fundamentals of speaking, acting and stage movement are taught as well as the technical aspects of the theater such as lighting, costumes, make-up and set construction. After school time is required for production.

Drama 2 **53162U** **1 unit**
10th, 11th, 12th
Prerequisite: Drama 1

This course is a continuation of Drama I. Students extend their skills, knowledge and abilities to act in theatrical presentations, direct others, design, illustrate and make simple costumes. Students also learn to promote and publicize theatrical presentations and manage a school box office. After-school time is required for productions.

Ensemble 1 **52312E** **1 unit**
9th, 10th, 11th, 12th
Prerequisite: Chorus 1 or audition

Students develop the skills of choral reading. The most difficult choral literature of all styles and periods are studied. This group performs frequently and participation in all concerts is required. There will be after-school rehearsals.

Ensemble 2 **52322C** **1 unit**
10th, 11th, 12th
Prerequisite: Ensemble 1

This course is a continuation of Ensemble 1. Ensemble 2 members perform with those in Ensemble 1 and participation in all concerts is required. There will be after-school rehearsals.

Ensemble 3 **52332E** **1 unit**
11th, 12th
Prerequisite: Ensemble 2

This course is a continuation of Ensemble 2. Ensemble 3 members perform with those in Ensemble 1 and Ensemble 2. Participation in all concerts is required. There will be after-school rehearsals.

Introduction to Music Theory 1 **52152U** **1 unit**
9th, 10th, 11th, 12th

This course is designed to teach music reading skills, some keyboard skills, beginning vocal production, basic form and analysis and beginning ear-training. Music Theory 1 will prepare students for either entering a singing ensemble or a music appreciation course.

Music Appreciation **52202U** **1 unit**
9th, 10th, 11th, 12th

This course is designed to introduce students to varied musical literature. Students will be able to discover what historical events helped shape the course of musical development. Through listening, playing of rhythm instruments, independent research, group presentation, and written critiques, students will be introduced to the elements of music and the history of music from the Egyptians to the present.

Piano 1 **527521** **1 unit**
9th, 10th, 11th, 12th

Piano theory emphasizes piano. This course covers the study of the basics of music and piano, including scales, triads, chords, and simple piano pieces.

Piano 2 **527522** **1 unit**
10th, 11th, 12th
Prerequisite: Piano 1

This course continues the study of the basics of music and piano including more advanced piano music.

Show Choir 1 **52312S** **2 units**
9th, 10th, 11th, 12th Year Course
Prerequisite: Audition

This course is a performance-based course in which all types of choral literature are performed. Movement and choreography will be used in staged singing production. Students must either have taken one semester of music or audition prior to registration. Some rehearsals and performances are after regular school hours and participation is mandatory.

Show Choir 2 **52322S** **2 units**
10th, 11th, 12th Year Course
Prerequisite: Show Choir 1

A continuation of Show Choir 1. Some rehearsals and performances are after regular school hours.

Show Choir 3 **52332S** **2 units**
11th, 12th Year Course
Prerequisite: Show Choir 2

A continuation of Show Choir 2. Some rehearsals and performances are after regular school hours.

Show Choir 4 **523324** **2 units**
12th Year Course
Prerequisite: Show Choir 3

A continuation of Show Choir 3. Some rehearsals and performances are required after regular school hours.

Marching Band 1 **52552M** **1 unit**
9th, 10th, 11th, 12th

Students enrolled in this course will learn basic performing techniques. They will perform at all football games as well as all marching band competitions and parades scheduled by the band director. Students will also attend band camp and all scheduled rehearsals.

Marching Band 2 **52562B** **1 unit**
9th, 10th, 11th, 12th
Prerequisite: Successful Completion of MB1

Students enrolled in this course will learn intermediate performing techniques. They will build on the comprehensive music education they received in Marching Band 1. They will perform at all football games as well as all marching band competitions and parades scheduled by the band director. Students will also attend band camp and all scheduled rehearsals.

Marching Band 3 **52572M** **1 unit**
9th, 10th, 11th, 12th
Prerequisite: Successful Completion of MB2

Students enrolled in this course will learn advanced performing techniques. They will play moderately difficult instrumental literature which requires well-developed technical skills. They will perform at all football games as well as all marching band competitions and parades scheduled by the band director. Students will also attend band camp and all scheduled rehearsals.

Marching Band 4 **52582M** **1 unit**
9th, 10th, 11th, 12th
Prerequisite: Successful Completion of MB3

Students enrolled in this course will continue to learn advanced performing techniques. Students will play difficult literature which requires advanced technical and interpretive skills. They will perform at all football games as well as all marching band competitions and parades scheduled by the band director. Students will also attend band camp and all scheduled rehearsals.

Marching Percussion **52552U** **1 unit**
9th, 10th, 11th, 12th
Prerequisite: Audition and Director Approval

Students enrolled in this course will learn performing techniques. They will perform at all football games, marching band competitions, parades, and concerts scheduled by the band director. Students will also attend band camp and all scheduled rehearsals. Audition is required.

Symphonic Band 1 **52552S** **1 unit**
9th, 10th, 11th, 12th
Prerequisite: Prior Band Experience

This course is designed for advanced students continuing in instrumental music who have demonstrated a playing proficiency. Emphasis is placed on the development of (1) performance and performance skills, (2) interpretation of music style, and (3) aural perception. Individual needs of students are met through solo and ensemble work. Special requirements include participation in after-school rehearsals, concerts, and individual lessons. Audition is required.

Symphonic Band 2 **52562P** **1 unit**
10th, 11th, 12th
Prerequisite: Successful Completion of SB1

This course continues to emphasize the study of band literature and the development of musicality. Special requirements include participation in school rehearsals, concerts, and individual lessons. Audition is required.

Symphonic Band 3 **525723** **1 unit**
11th, 12th
Prerequisite: Successful Completion of SB2

This course continues to emphasize the study of band literature and the development of musicality. Special requirements include participation in after-school rehearsals, concerts, and individual lessons. Audition is required.

Symphonic Band 4 **525824** **1 unit**
12th
Prerequisites: Successful Completion of SB3

This course is designed for students who have demonstrated an advanced playing proficiency. Special requirements include participation in after-school rehearsals, concerts, and individual lessons. Audition is required.

Jazz Band 1 **52652Y** **1 unit**
9th, 10th, 11th, 12th
Prerequisite: Audition

Membership in the stage band is determined by auditions and the recommendation of the director. The class will concentrate on the exploration, study, and performance of basic twentieth century music in the jazz, rock, and swing idioms. Attendance at rehearsals and at concerts, contests, and festivals is mandatory for the stage band.

Jazz Band 29th, 10th, 11th, 12th

Prerequisite: Audition

52652B**1 unit**

Membership in the stage band is determined by auditions and the recommendation of the director. The class will concentrate on the exploration, study, and performance of intermediate twentieth century music in the jazz, rock, and swing idioms. Attendance at rehearsals and at concerts, contests, and festivals is mandatory for the stage band.

Jazz Band 39th, 10th, 11th, 12th

Prerequisite: Audition

52652C**1 unit**

Membership in the stage band is determined by auditions and the recommendation of the director. The class will concentrate on the exploration, study, and performance of advanced twentieth century music in the jazz, rock, and swing idioms. Attendance at rehearsals and at concerts, contests, and festivals is mandatory for the stage band.

Jazz Band 49th, 10th, 11th, 12th

Prerequisite: Audition

52652D**1 unit**

Membership in the jazz band is determined by auditions and the recommendation of the director. The class will continue to concentrate on the exploration, study, and performance of advanced twentieth century music in the jazz, rock, and swing idioms. Attendance at rehearsals and at concerts, contests, and festivals is mandatory for the stage band.

HEALTH & PHYSICAL EDUCATION

Health and Physical Education

90112U

1 unit

9th, 10th, 11th, 12th

The ninth grade Health/Physical Education course includes competencies in the areas of health, use of leisure time, and self concept. Broad issues focus on the nature of health, health risks, stress management, substance abuse, nutrition/weight management, self protection, relationships, decision making, personal fitness, lifetime sports, and recreational dance. The ninth grade course offers a strong knowledge base for continued personal fitness and lifetime activity skills as well as self improvement. Emphasis is placed on health and fitness issues as applied to personal decisions as a teenager and as an adult. No partial credit will be awarded for Health or PE.

Fall/Winter Sports

90152F

1 unit

10th, 11th, 12th

Prerequisite: Health & PE

Fall/Winter Sports is offered to male and female students as a physical education elective. The course focuses on developing skills, knowing rules and participation in horseshoes, flag football, archery, volleyball, basketball, bowling, shuffleboard, and skating.

Winter/Spring Sports

90152W

1 unit

10th, 11th, 12th

Prerequisite: Health & PE

Winter/Spring Sports is offered to male and female students as a physical education elective. The course focuses on developing skills, knowing rules, and participating in basketball, bowling, shuffleboard, softball, table tennis, volleyball and tennis.

Recreation & Life Time Sports

90152R

1 unit

10th, 11th, 12th

Prerequisite: Health & PE

This course is offered to male and female students as an elective over an eighteen-weeks period for one unit credit. This course focuses on acquainting students with a variety of sports and physical fitness activities that individuals can participate in throughout their lifetime. Students participate in a variety of recreational and lifetime activities such as frisbee, golf, tennis, badminton, bowling, horseshoes, archery, shuffleboard, volleyball, table tennis, jogging, and pickle ball.

Sports Medicine, CPR, First Aid

90122U

1 unit

10th, 11th, 12th

Prerequisite: Health & PE

This course is offered to male and female students as an elective. The course is designed to provide students with knowledge and skills to aid in the prevention and treatment of athletic injuries. Topics stressed are conditioning for sports, injury recognition and evaluation, taping techniques designed to provide students with knowledge and skills in the areas of First Aid and CPR.

Strength Training **90152S** **1 unit**
10th, 11th, 12th
Prerequisite: Health & PE

This course is offered to male and female students as an elective. This course focuses on attaining higher strengths levels, power improvement through plyometrics, a speed development program, advanced flexibility training, and a high level of overall physical conditioning.

Weight Training & Personal Fitness **901521 / 90152G (Girls)** **1 unit**
10th, 11th, 12th
Prerequisite: Health & PE

This course is offered to male and female students as an elective. Students will engage in a personal fitness program aimed at improving strength, enhancing muscular development, weight control, developing body tone and improving cardio-respiratory fitness. This course is recommended for students participating in a varsity or junior varsity sport.

Weight Training & Personal Fitness II **901522 / 90152H (Girls)** **1 unit**
11th, 12th
Prerequisite: Weight Training & Personal Fitness

This course is offered to male and female students who are serious about weight training. Students will engage in a personal fitness program aimed at improving strength, enhancing muscular development, weight control, developing body tone and improving cardio-respiratory fitness. This course is recommended for students participating in a varsity or junior varsity sport.

Weight Training & Personal Fitness III **901523** **1 unit**
12th
Prerequisite: Weight Training & Personal Fitness II

This course is offered to male and female students who are concerned about cardio-respiratory and muscular development and endurance. Students will engage in a personal fitness program aimed at improving strength, enhancing muscular development, weight control, developing body tone and improving cardio-respiratory fitness. This course is recommended for students participating in a varsity or junior varsity sport.

Beginning Swimming/Lifetime Sports **90152L** **1 unit**
11th, 12th
Prerequisite: Health & PE

This course is offered to male and female students who are non-swimmers or beginning swimmers. Classes rotate between swimming and lifetime sports activities every other day. This course also includes an introduction to CPR, first aid and recreational lifetime sports such as: frisbee, golf, tennis, racquetball, badminton, bowling, horseshoes, target archery, miniature golf, angling, shuffleboard, volleyball, roller skating, table tennis, hiking and camping, self defense, weight lifting, jogging, bicycling, paddle tennis, and weight training.

Aerobics/Fitness **90152A** **1 unit**
10th, 11th, 12th
Prerequisite: Health & PE

This course is offered to male and female students as an elective. Students will engage in a personal fitness program aimed at improving cardiovascular endurance, muscle strength and flexibility and weight control. Activities will include: step aerobics, aerobic dance and aerobic exercises.

CAREER & TECHNICAL EDUCATION

Accounting I **63112U** **1 unit**
10th, 11th, 12th

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions; preparation and interpretation of financial statements; accounting systems; banking and payroll activities; basic types of business ownership; and an accounting career orientation. Mathematics skills and critical thinking are reinforced. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeships. In addition to simulations, projects and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Accounting II* **63125U** **1 unit**
11th, 12th
Prerequisite: Accounting I with a "C" or better strongly recommended

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes partnership accounting, corporate accounting, adjustments and inventory control systems, budgetary control systems, cost accounting, and further enhancement of employment skills. Honors credit is available for this course.

Agricultural Advanced Studies* (SVHS) **68992U** **1 unit**
12th
Prerequisite: Three technical credits in Agricultural Education

This is a three-phased exit course for a senior that is career-focused in agricultural education. The three components of the program include a research paper, a product, and a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem-solve, and use life skills such as time management, planning, follow-through, and organization. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives and other school-based personnel.

Agricultural Co-op Method/Internship **1 unit**
COOP: 68976U **INTERNSHIP: 68982U**

If interested in co-op to earn additional credit, please see instructor.

Agriscience Applications (SVHS) **68102U** **1 unit**
9th, 10th

Instruction integrates basic biological and physical sciences and technological concepts with principles of production agriculture with specific focus on environmental and engineering technology, plant, animal, food sciences 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.

Allied Health Science I (SVHS) **72112U** **1 unit**
11th
Prerequisite: Biology and Recommend Algebra I

The course investigates the health care delivery system, its services, occupations, and related sciences. Topics include the study of the language of medicine, medical mathematics, microbiology, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient/client care regimens, career development, and future technological innovations.

Allied Health Science II* (SVHS) **72122Y** **2 units**
12th
Prerequisite: Allied Health Science I

This course is designed to prepare potential health care workers, preferably seniors, to become effective and efficient multi-skilled health team members. Emphasis is placed on the development of proficiency in employability skills, emergency care skills, safety skills, clerical skills, and health care skills. The work-based learning strategy appropriate for this course is a minimum 60-90 hour clinical internship where student interns deliver health care in local hospitals, medical/dental/veterinarian offices, nursing/convalescent/retirement facilities, wellness centers, etc. It is a requirement that students join HOSA. Allied Health Sciences II is NOT a nurse aide course. Rather, it is a comprehensive course that provides students with opportunities for learning in all allied health and medical careers. Students who complete the course are better prepared to pursue ANY health-related career. In addition, these students have mastered a number of skills that make them employable at the entry-level in a variety of health-related careers. Nurse Aide Level I certification is one of many options offered through the program.

AOIT Web Development **64515W** **1 unit**
10th AOIT
Prerequisite: Computer Applications 1

This course presents the basics of Web page design, focusing on learning about and writing in HTML and increasing Web page performance. Additional topics include determining appropriate image formats and working with plug-ins. The curriculum was created by National Academy Foundation and its industry partners.

AOIT Visual Basic* **64525D** **1 unit**
11th AOIT
Prerequisite: Algebra 1

In this course students study appropriate digital media and other topics including audio, video, graphics, text, and animation tools. Concepts such as color and presentation are also addressed.

AOIT Cartoon Animation/Web Game Design* **64242C** **1 unit**
12th AOIT

Through text, pictures, animations, and the web, students are led through the exciting world of web game design and cartoon animation. For Cartoon Animation, students will utilize highly interactive and self-directed software to design, animate, and develop a story. For Web Game Design, students will utilize totally interactive software to act as interns for Ingenious Student Labs. As interns, they are given the task of creating video games for CarbonAde, a company that produces and promotes healthier drink choices.

AOIT IT Applications **64242A** **1 unit**
10th AOIT

This course is a project-based approach to solve real-life business problems using Microsoft Office applications. Moving beyond a basic “point and click” focus, it challenges students to use critical thinking and analysis to find efficient and effective solutions to real-life situations with business applications. Engaging projects focus on various industries like education, entertainment, agriculture, arts/media, health care, hospitality, and business and finance, giving students the opportunity to apply the skills they have learned to real world projects and prepare for the future.

AOIT SAS Programming* **64275S** **1 unit**
11th AOIT – SVHS & 12th – NVHS
Prerequisite: Visual Basic

This course focuses on the following key areas: reading raw data files and SAS data sets; investigating and summarizing data by generating frequency tables and descriptive statistics; creating SAS variables and recoding data values; subsetting data; combining multiple SAS files; creating listing, summary, HTML, and graph reports. In addition, this course focuses on how to manage SAS data set input and output, work with different data types, and manipulate data. Specifically, the course discusses using the DATA step to control SAS data set input and output, combine SAS data sets, summarize data, process data iteratively with DO loops and arrays, and perform data manipulations and transformations.

AOIT Paid Internship **65982A** **1 unit**
11th AOIT

Paid, IT-related internship, during the summer between junior and senior year.

AOIT Visual Productions* (SVHS AOIT only) **64242M** **2 units**
12th AOIT

Visual Productions is a year long course designed to enable the high school student to become proficient in script writing, video techniques, audio techniques, editing and producing. Students will use PC’s as well as Macintosh computers along with a wide variety of AV equipment during this course.

AOIT Dual Enrollment College Course **69995U** **1 unit**
12th AOIT

Offered during senior year, preferably at a four-year institution and taught by a college professor. (Preferably fall semester of senior year). Certification programs such as CCNA or Oracle may fall in this category.

Automotive Service Technology I (NVHS) **75112U** **1 unit**
10th, 11th,
Prerequisite: Completed or Enrolled in Algebra 1

This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment, and measuring. In addition, students will apply math and science technology in the automotive service industry.

Automotive Service Technology II* (NVHS) 75122U **2 units**
11th, 12th
Prerequisite: Automotive Technology I

Automotive Service Technology programs in North Carolina are National Automotive Technician Education (NATEF) Certified. Automotive Service Excellence areas of brakes and electrical/electronics are taught in this course. The level II course helps prepare students for the Automotive Service Excellence (ASE) technician certification. Work-based learning experience strategies appropriate for this course are field trips, job shadowing, internships, cooperative on-the-job training, and apprenticeship.

Automotive Service Technology III (NVHS) 75132U **2 units**
12th
Prerequisite: Automotive Technology II

Automotive Service Technology II emphasizes advanced brakes and advanced electrical/electronics. Students will have accumulated 105 hours of instructional time in brakes and 230 hours of instructional time in electrical/electronics for the program to be NATEF certified. Students may receive community college credit for brakes and electronics. This course prepares students for ASE certification. The work-based learning strategies appropriate for this course are cooperative on-the-job training, internships, and apprenticeship.

Business Co-op Method/Internship **1 unit**
COOP: 65976U INTERNSHIP: 65982U

If interested in co-op to earn additional credit, please see instructor.

Career Management **61452U** **1 unit**
11th, 12th

This course is designed to prepare students for life after school by assisting students in choosing a career, as well as how to locate, secure, keep, and change careers. Competencies for this course are based on the National Career Development Guidelines. Strategies for this course include self-analysis, research, teamwork, technology, problem-solving, decision-making, goal-setting, and self-management.

Computer Applications I **64112U** **1 unit**
9th AOIT or 10th, 11th, 12th non-academy students
Recommended: Digital Communication Systems

This course is designed to provide students with the competencies necessary to prepare them for information technology jobs in the future. Combined with traditional application software packages, this course forges into the future with an integrated approach focusing on speech recognition, handheld computers, and various alternative input and communication devices.

Computer Applications II* **64122U** **1 unit**
11th, 12th
Prerequisite: Computer Applications I

This course is designed to help students master advanced skills in the areas of integrating technology devices, Internet research strategies and uses, complex desktop publishing, multimedia production, and basic web page design. Emphasis is placed on skill development and refinement of skills in information technologies as well as economic, ethical, and social issues in the information technologies area. Communication skills and critical thinking are reinforced through software applications.

Computer Engineering Technology I (SVHS) 79912U **1 unit**
11th

This course introduces the essential hardware competencies for an entry-level PC service technician. This course focuses on the CompTIA A+ Core Hardware exam objectives. Students demonstrate basic knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputer systems.

Computer Engineering Technology II* (SVHS) 79922U **1 unit**
12th

Prerequisite: Computer Engineering Technology I

This course provides the essential operating systems competencies for an entry-level PC service technician. This course focuses on the CompTIA A+ Operating System Technologies exam objectives. Students demonstrate knowledge of installing, configuring, upgrading, troubleshooting, and repairing operating systems.

Construction Technology **I77212U** **1 unit**
10th, 11th

This course provides a basic introduction to construction work and the technical aspects of carpentry and cabinetmaking. Topics include safety, measurement, and the identification, selection, and use of tools, equipment, lumber, materials, and fasteners.

Construction Technology II* **77222U** **2 units**
11th, 12th

Prerequisite: Construction I and Algebra I

This course covers advanced technical aspects of carpentry with emphasis on development of skills introduced in level I. Topics include plans, framing, footings, foundations, roofing, flashing, wall sheathing, insulation, vapor barriers, gypsum board, and underlayment. Students may co-op with teacher permission.

Cosmetology I (SVHS) **957621** **4 units**
11th

Prerequisite: 15 years of age, a Junior and successful completion of the VGCC Academic Assessment (Vance-Granville Community College: enrollment determined by space availability.)

This introductory year-long course relates to employment opportunities in cosmetology. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, and manicures. Students are required to wear clean white washable uniforms and white shoes. Coats or sweaters worn while in school should also be white. Name tags designating Beginner or Advanced with the student's name must be worn daily. The student is required to purchase 2 uniforms and a manikin head. The approximate cost of the uniforms is \$80.00. Supplies and materials including kits and products will be furnished by Vance-Granville Community College. Students bused from Northern Vance are required to ride the bus provided by the school system.

Cosmetology II* (SVHS) **957622** **4 units**
12th

Prerequisite: Cosmetology I

This year-long course is a continuation of Cosmetology I. This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, hair cutting, permanent waving, pressing, relaxing, wigs and other related topics. Upon completion, students should be able to safely and completely demonstrate salon services. White uniforms and white shoes are required. (See Cosmetology I Requirements) Students bused from Northern Vance are required to ride the bus provided by the school system.

Culinary Arts and Hospitality I (NVHS) 71212U **2 units**
10th, 11th
Strongly Recommended: Foods I - Fundamentals

This year-long course introduces students to basic food production, management, and service activities in both the back and front of the "house." Emphasis is placed on sanitation, safety, and basic food preparation. The National Restaurant Curriculum Serv-Safe® is included in this course. Students will have the opportunity to take the Serv-Safe® Certification exam. Skills in mathematics, science, and communication are reinforced in this course. Work-based learning strategies appropriate for this course include school-based enterprises, internships, cooperative education, and apprenticeship. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Culinary Arts and Hospitality II* (NVHS) 71222U **2 units**
11th, 12th
Prerequisite: Culinary Arts and Hospitality I

This year-long course provides advanced experiences in food production, management, and service. Topics include menu planning, business management, and guest relations. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced in this course. Work-based learning strategies appropriate for this course include school-based enterprises, internships, cooperative education, and apprenticeship. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Digital Communication Systems **65142U** **1 unit**
9th, 10th, 11th, 12th

This course is designed to teach basic digital input skills including keying using the touch method, speech recognition, and use of handheld devices. Emphasis is on the daily use and operation of commonly used digital communication devices to develop skill with concentrated application of those skills in the production of business communication and correspondence. Communication skills are reinforced as the students format, compose, and proofread.

Drafting I **79212U** **1 unit**
9th, 10th, 11th
Prerequisite: None, recommend completion of Algebra 1

Drafting introduces students to the use of graphic tools that are used to communicate ideas and concepts in engineering, manufacturing, architecture, and design. Because it is *mechanical drawing*, artistic ability is not important to success. Topics include drawing equipment, 2D and 3D shape description, size description and computer aided drafting/design (using *AutoCAD* and *Rhino*). Students interested in design, computer graphics, and certain science and math-related careers should seriously consider a course in *engineering graphics* (drafting). It should absolutely be a selection for students who are interested in engineering or engineering related careers.

Drafting - Architectural II* **79625U** **1 unit**
10th, 11th, 12th
Prerequisite: Drafting I

Architectural Drafting II is divided into two distinct areas of instruction: (1) understanding residential building structural systems and (2) creation of the drawings needed for construction. Structural topics include Footings and Foundations, Floor and Sill, Frame Wall, Roof, Roof Overhang, Insulation and Wall/Roof Finish Materials. Drawings include Floor Plans, Foundation Plans, Typical Wall Sections and Exterior Elevations. Honors credit is available for this course.

Drafting – Engineering II10th, 11th, 12th

Prerequisite: Drafting I

79725U**1 unit**

This course introduces students to the use of the graphics tools necessary to communicate, analyze, and understand the ideas and concepts found in the areas of engineering, science, and mathematics. Topics include 3D solid modeling, manufacturing processes, dimensioning and conventional tolerancing, sectional views, auxiliary views, and pattern development. The 3D solid modeling software SolidWorks will be the primary modeling tool. Strong math and computer skills are suggested.

Early Childhood Education I11th**71112U****2 units**

This course prepares students for careers working with young children birth through age 8. Emphasis is placed on enhancing the development of young children while providing care or teaching. Topics include health, safety, and guidance. Student intern in a child care facility. Students will be required to have a **TB test**, health physical and background check prior to going into the child care facilities for their internships. Students must be 16 years of age; maintain a good attendance record, not only at school but also on the job; conform to the rules and regulations of training station and school. Students must dress appropriately; conduct self in a business like manner, be prompt, courteous, and groomed according to the training supervisor's requirements and school policy. Students are required to purchase a smock for approximately \$15. Bus transportation will be provided. Driving is optional with parental consent. Students are expected to maintain personal health insurance coverage.

Early Childhood Education II*12th

Prerequisite: Early Childhood Education I

71125Y**2 units**

This course prepares students to work with children birth to twelve years of age in child care, preschool, elementary school, and/or after school programs. Students are encouraged to continue their education at a community college or university. Students receive instruction in child care pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills, and technology. Students will be required to have a **TB test**, and a health physical. Students must also maintain a good attendance record, not only at school but also on the job; conform to the rules and regulations of training station and school. Students must dress appropriately; conduct self in a businesslike manner; be prompt, courteous, and groomed according to the training supervisor's requirements and school policy. Bus transportation will be provided. Students are required to buy a smock for approximately \$15. Honors credit is available for this course.

Family and Consumer Sciences Advanced Studies* 71992U12th

Prerequisite: Three technical credits in apparel design, community and family services, culinary arts and hospitality, early childhood education, or interior design career area; or three technical and/or related non-required science credits in the food science, dietetics, and nutrition career area.

1 unit

This is a culminating course for seniors who are career-focused in the apparel design; community and family services; culinary arts and hospitality, early childhood education, food science, dietetics, and nutrition, or interior design career area. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. In addition, they will also demonstrate their abilities to write, speak, solve problems, and use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel.

Family/Consumer Sci. Co-op Method/Internship **1 unit**
COOP:71976U INTERNSHIP: 71982U

If interested in co-op to earn additional credit, please see instructor.

Foods I - Fundamentals **70452U** **1 unit**
9th, 10th, 11th

This course examines nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, and food preparation. Skills in science and mathematics are reinforced in this course.

Foods II – Advanced* (SVHS) **70462U** **1 unit**
10th, 11th, 12th
Prerequisite: Foods I – Fundamentals

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis with students taking the exam for the ServSafe® credential from the National Restaurant Association. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings.

Health Sciences Coop Method/Internship **1 unit**
COOP: 72126U INTERNSHIP: 72982U

If interested in co-op to earn additional credit, see instructor.

Horticulture I (SVHS) **68412U** **1 unit**
10th, 11th

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Supervised agricultural experience programs and FFA leadership activities are integral components of the course.

Horticulture II* (SVHS) **68425U** **1 unit**
11th, 12th
Prerequisite: Horticulture I

This course covers instruction that expands the scientific knowledge and skills developed in Horticulture I to include more advanced scientific, computation, 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. Supervised agricultural experience programs and FFA leadership activities are integral components of the course. Honors credit is available for this course.

Marketing **66212U** **1 unit**
10th, 11th, 12th

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. The course, which focuses on the National Marketing Education Standards and the National Curriculum Framework, emphasizes the foundations of business, management, and entrepreneurship, economics, professional development, and communication and interpersonal skills. Included in these foundations are concepts such as distribution, financing, selling, pricing, promotion, marketing-information management, and product/service management.

Marketing (Co-op) **66976U** **1 unit**
11th, 12th

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. Focusing on the National Curriculum Framework and National Retail Standards, an emphasis is placed on marketing and business foundations, economic foundations, and human resource foundations. Included in these foundations are concepts such as communications, selling, pricing, promotion, marketing-information management, and product/service planning. DECA activities are included. One unit of credit is given for on-the-job experience if credit is earned in the Marketing course. Students should also register for Marketing Management in order to be scheduled into the Marketing teacher's classroom for second term.

Marketing Advanced Studies* **66992U** **1 unit**
12th

Prerequisite: Three Technical credits in Marketing or Business

This is a culminating course for seniors who are career-focused in marketing technologies; sales and technical services; travel, tourism, and recreation marketing, business management and small business/entrepreneurship, fashion merchandising, business administration, or sports and entertainment marketing. The three components of the course include writing a research paper, producing a product, and delivering a presentation. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives, and other school-based personnel.

Marketing Advanced Studies Co-op **66996U** **1 unit**
12th

Prerequisite: Three Technical credits in Marketing or Business

This is a culminating course for seniors who are career-focused in marketing technologies; sales and technical services; travel, tourism, and recreation marketing, business management and small business/entrepreneurship, fashion merchandising, business administration, or sports and entertainment marketing. The three components of the course include writing a research paper, producing a product, and delivering a presentation. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives, and other school-based personnel. One credit is given for on-the-job experience if credit is earned in the Marketing Advanced Studies course.

Marketing Management* **66222U** **1 unit**
11th, 12th

Prerequisite: Marketing

This course is designed to continue the foundations covered in Marketing or Fashion Merchandising. Topics of study include recruiting, hiring, training, and evaluating employees, information management, purchasing, pricing, ethics, sales management, and financing. Marketing skills are developed to enable students to function in the private enterprise system. Group and individual projects are utilized to achieve course grades.

Marketing Management Co-op **66226U** **1 unit**
11th, 12th
Prerequisite: Marketing

This course is designed to continue the foundations covered in Marketing or Fashion Merchandising. Topics of study include recruiting, hiring, training, and evaluating employees, information management, purchasing, pricing, ethics, sales management, and financing. Marketing skills are developed to enable students to function in the private enterprise system. Group and individual projects are utilized to achieve course grades. One unit of credit is given for on-the-job experience if credit is earned in the Marketing Management course. DECA activities are included.

Masonry I (SVHS) **77112U** **1 unit**
10th, 11th

This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straightedge, and jointing brick and block in wall construction.

Masonry II* (SVHS) **77122U** **2 units**
11th, 12th
Prerequisite: Masonry I

This course provides a continuation of masonry skills, estimating, blueprint reading, and building codes. Topics include constructing walls, corners, sills, and similar structures using a variety of bonds and materials. Skills in safety, leadership, reading, mathematics, problem solving, and career development are reinforced in this course.

Parenting and Child Development **70652U** **1 unit**
9th, 10th, 11th, 12th

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the parents' responsibilities for and the influences on children while providing care and guidance. Issues of effective parenting are studied in depth in this course. Skills in communication, resource management, and problem solving are reinforced in this course through simulated experiences.

Principles of Business and Personal Finance **62002U** **1 unit**
10th, 11th, 12th

This course introduces the major principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management and the current environment for business in a multinational marketplace. Communication skills and basic mathematical concepts are reinforced in this course.

Principles of Technology I **80112U** **1 unit**
10th, 11th, 12th

Recommended: Completed Algebra 1 and Fundamentals of Technology

This course provides a hands-on approach to understanding the fundamental principles and concepts of physics and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid and thermal systems as they relate to work, force, rate, resistance, energy, and power. Activities are structured to integrate science, mathematics, and language arts.

Principles of Technology II* **80122U** **1 unit**
11th, 12th
Prerequisite: Principles of Technology I

This course is designed as a continuation of level I. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy converters, transducers, radiation theory, optical systems, and time constants.

SAS Programming **64275S** **1 unit**
11th - SVHS & 12th - NVHS
Prerequisite: Visual Basic

This course focuses on the following key areas: reading raw data files and SAS data sets; investigating and summarizing data by generating frequency tables and descriptive statistics; creating SAS variables and recoding data values; subsetting data; combining multiple SAS files; creating listing, summary, HTML, and graph reports. In addition, this course focuses on how to manage SAS data set input and output, work with different data types, and manipulate data. Specifically, the course discusses using the DATA step to control SAS data set input and output, combine SAS data sets, summarize data, process data iteratively with DO loops and arrays, and perform data manipulations and transformations.

Strategic Marketing* **66262U** **1 unit**
12th
Prerequisite: Marketing/Marketing Management

This fast-paced course challenges students by combining in one semester the content taught in both the Marketing and Marketing Management course. The curriculum, activities and resources utilized in this course are written at the freshman college level. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics, management, and financial analysis. Students should also register for Marketing Advanced Studies in order to be scheduled into the Marketing teacher's classroom for second term. Honors credit is available for this course.

Strategic Marketing Co-op **66266U** **1 unit**
12th
Prerequisite: Marketing/Marketing Management

This fast-paced course challenges students by combining in one semester the content taught in both the Marketing and Marketing Management course. The curriculum, activities and resources utilized in this course are written at the freshman college level. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics, management, and financial analysis. One credit is given for on-the-job experience if credit is earned in the Strategic Marketing course.

Teen Living **70152U** **1 unit**
9th, 10th

This course examines life management skills in the areas of personal and family living, wellness, nutrition, and foods; financial management; living environments; appropriate child development practices; fashion and clothing; and job readiness. Emphasis is placed on students applying these skills during their teen years.

Trade & Industrial Co-op Method **78226U** **1 unit**

If interested in co-op to earn additional credit, see instructor.

Visual Productions (SVHS only) 64242M

12th

Prerequisite: Digital Media

2 units

Media Production is a year long course designed to enable the high school student to become proficient in script writing, video techniques, audio techniques, editing and producing. Students will use PC's as well as Macintosh computers along with a wide variety of AV equipment during this course. Students must apply for acceptance in this course. See counselor for application.

Virtual & Physical Modeling

9th

80092U

1 unit

This course integrates science, technology, engineering, and mathematics through the building and development of models. Students use hand and lab tools to construct physical models and software to develop virtual models that apply algebraic concepts and principles which are used in the fields of science, technology and engineering. Algebraic concepts covered include geometric patterns, graph development and interpretation, constants and coefficients, and exponential functions. Work-based learning strategies appropriate for this course include field trips, job shadowing, and internships. Technology Student Association leadership activities provide students with the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

AEROSPACE SCIENCE

Aerospace Science 1 (NVHS)
9th, 10th, 11th, 12

95012U

1 unit

This is the entry level course for Aerospace Science (ROTC). Students learn basic military drill, Air Force customs and courtesies, ROTC personal appearance standards, and the proper wear of the uniform. Good study habits, citizenship, and personal responsibility are introduced and emphasized. Students are introduced to the historical development of flight and the role of the military in history. This course prepares students for further studies in leadership and Aerospace Science academic topics.

Aerospace Science II (NVHS)
10th, 11th, 12th

95022U

1 unit

Prerequisite: Aerospace Science I

In this second year Aerospace Science course, students learn to improve their military drill and leadership skills. Students are introduced to communications techniques, must understand the organization and functions of the Cadet Corps, and are expected to actively participate in Corps activities. Aerospace Science academic studies focus on the Earth's atmosphere, weather characteristics, weather effects on aviation, the physiology of flight, basic aeronautics, and air navigation.

Aerospace Science III (NVHS)
11th, 12th

95032U

1 unit

Prerequisite: Aerospace Science II

In this third year Aerospace Science course, students learn to improve their military drill, leadership, and communications skills. Students are introduced to management techniques, and are expected to demonstrate their leadership skills by holding key positions in the Cadet Corps. Aerospace Science academic studies include an overview of the solar system, rocketry, space technology, space travel, orbits, and trajectories.

Aerospace Science IV (NVHS)
12th

95042U

1 unit

Prerequisite: Aerospace Science III

In this fourth year Aerospace Science course, students learn to improve their military drill, leadership, communications, and management skills. Students put the theories of previous courses into practice by applying their leadership and management skills in the day-to-day management of the Cadet Corps. This practical leadership and management experience stresses decision-making, self-reliance, personal interaction, and self-confidence.

ADMINISTRATIVE DECISION

AMP Ninth Grade (Advanced Mentoring Program) 9th

1 unit

This course is designed to prepare students to be ready to enter and succeed in college. Emphasis is on the reading, writing, and study skills necessary for success in advanced courses.

AMP Tenth Grade (Advanced Mentoring Program) 10th

1 unit

This course is designed to prepare students to be ready to enter and succeed in college. Emphasis is on the reading, writing, and study skills necessary for success in advanced courses.

AMP Eleventh Grade (Advanced Mentoring Program) 11th

1 unit

This course is designed to prepare students to be ready to enter and succeed in college. Emphasis is on the reading, writing, and study skills necessary for success in advanced courses.

AMP Twelfth Grade (Advanced Mentoring Program) 12th

1 unit

This course is designed to prepare students to be ready to enter and succeed in college. Emphasis is on the reading, writing, and study skills necessary for success in advanced courses. Students are expected to take an AP course.

Teacher Cadet 11th, 12th

1 unit

Teacher Cadet is an elective course whose primary goal is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teachers and schools so that they will be community advocates of education. This course covers units on The Learner, The School and Teachers and Teaching. Students will also complete a classroom field experience.

Teacher Cadet Internship 11th, 12th

1 unit

Prerequisite: Teacher Cadet Course

Upon completion of the Teacher Cadet course, students may complete Teacher Cadet Internships. These internships are under the direct supervision of the instructor and completed at a school of the intern's choice. Teacher Cadet Interns will teach, grade papers, tutor students, attend meetings, etc. in order to orient them to the teaching profession.

Computer Skills9th, 10th, 11th, 12th**1 unit**

This course is designed to develop basic computer skills for those students that did not pass the 8th grade Computer Skills Test. Students enrolled in this elective take the North Carolina Test of Computer Skills (Performance and/or Multiple Choice). This course can be taught as a fifth period class.

Essentials of English9th**1 unit**

Essentials of English is a course designed for those students entering high school who need assistance in developing and/or increasing skills in the areas of reading comprehension, grammar and writing, effective communication and analysis of various genres of writing. Correct grammar and language usage, reading for content and interpretation, research skills and composition skills will be emphasized, along with other skills and knowledge necessary for success in English I-IV. These skills are taught and developed at a slow to moderate pace which allows students adequate time to master the objectives.

Skills English I9th**1 unit**

This course is designed for students who scored at Level 2 or below on the 8th grade End-of-Grade Reading Test and the 7th grade Writing Test. Students focus on learning to use reading strategies to improve reading comprehension and the ability to acquire, interpret and apply information through writing, sentence patterns and sequencing, and writing examples. This course can be taught as a fifth period class.

Skills English II9th**1 unit**

This course is designed for students who have not passed the North Carolina Competency Test. Students use strategies designed to enhance reading comprehension and the ability to acquire, interpret, and apply information. Students enrolled in this elective course take the reading portion of the North Carolina Competency Test. This course can be taught as a fifth period class.

Skills Math9th**1 unit**

This course is designed to develop basic math skills for those students who scored a Level 2 or below on the 8th Grade End-of-Grade Math Test. Computation and problem solving skills in the context of geometry, pre-algebra, measurement, data analysis, and statistics will be emphasized. This course will count as an elective credit and not as a math credit. Students enrolled in this elective take the math portion of the North Carolina Competency Test. This course can be taught as a fifth period class.

Competency Math Lab10th, 11th, 12th**1 unit**

This course is designed to develop basic math skills for those students who did not pass the North Carolina Competency Test. Emphasis will be on computation and problem solving skills in the context of geometry, pre-algebra, measurement, data analysis, and statistics. This course will count as an elective credit and not as a math credit. Students enrolled in this elective take the math portion of the North Carolina Competency Test. This course can be taught as a fifth period class.

Introduction to Biology

10th, 11th, 12th

1 unit

Introduction to Biology is a course designed to increase the understanding of basic scientific and biological concepts. The course focuses on exploring basic biological terminology and concepts through comprehensive laboratory activities, kinesthetic practice, and integration of concepts into theme-based units. Introduction to Biology is inquiry-based, requiring the student to use critical thinking skills while strengthening reading, writing and test-taking skills. Rather than being a survey course, Introduction to Biology takes the student through an in-depth view of particularly challenging concepts at a slow to moderate pace, allowing students additional time to master the concepts.

Competency Reading Lab

10th, 11th, 12th

1 unit

This course is designed for students who have not passed the NC Competency Test. Students use strategies designed to enhance reading comprehension and the ability to acquire, interpret and apply information. Students enrolled in this elective course take the reading portion of the NC Competency Test. This course can be taken as a 5th period class.

English as a Second Language 1

1 unit

This class is a basic English Class for English as Second Language students. Instruction is provided in the four language skills of listening, speaking, reading and writing.

Media Assistant

11th, 12th

1 unit

Prerequisite: Keyboarding Skills or Computer Applications

Students will learn library skills which will enable them to assist media specialists and patrons in all areas of media center operations. This includes computer applications, as well as knowledge of reference materials. Other duties include responsibilities at the circulation desk, shelving materials, and the use and care of audiovisual material and equipment. Students are required to complete a PowerPoint presentation and participate in the Accelerated Reading Program.

Peer Mediation

11th, 12th

1 unit

Students are selected by administrators to be a part of a program which teaches students to mediate and help resolve minor conflicts between students. These students also serve as peer tutors helping students with difficulties in various classes.

OCCUPATIONAL COURSE OF STUDY

NOTE: This course of study is available for students with disabilities who have an IEP following the North Carolina Occupational Course of Study.

Occupational English I SIMS Code 9210

92100U

1 unit

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, functional information. They use oral language skills to communicate effectively in both formal and informal situations. In Occupational English I 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.
- Develop effective interviewing skills.

Occupational English II SIMS Code 9211

92110U

1 unit

Students in Occupational English II analyze and employ effective communication skills in both daily living and employment settings. They use standard rules of convention and syntax to give and request information. They read and comprehend a variety of functional texts. Occupational English II students will:

- Give and request verbal directions.
- Demonstrate appropriate communication skills when addressing peers.
- Write sentences to form paragraphs.
- Read and comprehend information found in a variety of printed materials.
- Use basic word processing skills for written communication.
- Expand self-advocacy skills.

Occupational English III SIMS Code 9212

92120U

1 unit

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 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 material.
- Expand reading and writing of functional vocabulary terms.
- Expand comprehension of a variety of printed material.
- Demonstrate oral communication skills needed for a work environment.
- Write formal and informal letters.

Occupational English IV
SIMS Code 9213

92130U

1 unit

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.

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
SIMS Code 9220

92200U

1 unit

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
SIMS Code 9221

92210U

1 unit

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 and independent living using technology, hands-on approaches and cooperative learning.

Occupational Mathematics III
SIMS Code 9222

92220U

1 unit

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 Social Studies I
SIMS Code 9245

92450U

1 unit

This course is designed to provide the student with the basic economic, government, and political knowledge they need to become responsible citizens and consumers. It covers the historical background of the development of the United States, including the Constitution and amendments, and the three branches of government, and major laws that affect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.

Occupational Social Studies II
SIMS Code 9246

92460U

1 unit

This course is designed to teach students skills related to self-determination essential for achieving independence and successful adult outcomes. The organization of the course will provide for opportunities to integrate previously learned skills with new concepts. Instructional emphasis will be placed on the application and generalization of self-determination skills to post-school environments.

Life Skills Science I
SIMS Code 9231

92310U

1 unit

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 also receive instruction in the provision of first aid and accessing medical care. Students will have opportunities to apply skills in the area of healthy living and safety to various situations within the home, community, and workplace.

Life Skills Science II
SIMS Code 9232

92320U

1 unit

Students will develop basic functional knowledge of science. Students will also develop skills in the area of healthy relationships. Students will have the opportunity to apply the science-based concepts to daily living situations at home, in the community, and in the workplace.

Occupational Preparation I
SIMS Code 9240

92400U

1 unit

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in career and technical education courses and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

Occupational Preparation II
SIMS Code 9241

92410U

1 unit

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

Occupational Preparation III
SIMS Code 9242

92420U

1 unit

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

Occupational Preparation IV
SIMS Code 9243

92430U

1 unit

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 360 hours of integrated competitive employment in a community setting required for successful completion of Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience.

OTHER COURSES

Career Training for Exceptional Children 95610U

1 unit

This course is designed for Exceptional Children following the Occupational Course of Study. The course provides students with both classroom and community hands-on experiences for future job opportunities and or potential employment. Student participation and involvement are based on student interests and area(s) of strength. Students will engage in documentation of their observations by way of their visitations to Vance, Granville and Warren County service/business provider locations, construction, development, technical, and medical oriented facilities. These activities will also be enhanced with mentoring internships and partnerships, onsite visitations to local community colleges, specialized training schools, various industrial parks and special commodity providers (such as IAMS) and supported by the reinforcement of career counseling. Students will document their participation in their Career Portfolio(s) at the 9th and 10th grade year for future reference in their 11th and 12th year(s) for competitive employment purposes.

Academic Skills Lab

00011U

1 unit

This course is designed to provide academic assistance, remediation, and enhancement. Emphasis is placed on language skills, math proficiency, and reading proficiency across the curriculum. Academic support is also provided for incomplete class work, special projects, and vocational classes.

EXCEPTIONAL CHILDREN'S PROGRAM

Note: The courses listed in this section are intended for certain identified Exceptional Children who are NOT pursuing a North Carolina High School Diploma.

The No Child Left Behind Act requires that all students, including those with the most significant cognitive disabilities, have access to the standard course of study at grade level. This provides entry point extensions to the North Carolina Standard Course of Study so that all students can have meaningful and functional level standards.

Language

SIMS Code 102601 - 102608	9 th – 12 th Grades	1 each semester
SIMS Code 102600 and 102609	13 th + Grades	90 minutes

This semester-long course will cover functional vocal and non-vocal skills that will enable the student to communicate effectively throughout daily living. Some skills include basic social language skills such as using social phrases. Basic expressive language skills introduced include answering basic questions, increasing basic vocabulary and increasing interaction skills such as initiating and maintaining social interactions. Curriculum contents are paced given the individual student's goals and objectives.

Language

SIMS Code 102601 - 102608	9 th – 12 th Grades	1 each semester
SIMS Code 102600 and 102609	13 th + Grades	90 minutes

This semester-long course will cover language skills that include expressive/receptive language, reading, written language and listening comprehension. Curriculum contents are paced given the individual student's goals and objectives.

Fundamental Math

SIMS Code 200801 - 200808	9 th - 12 th Grades	1 each semester
SIMS Code 200800 and 200809	13 th + Grades	90 minutes

This semester-long course will cover fundamental math concepts such as shapes, sequential order, sizes and quantities. Students will use cognitive skills to make judgments. Students will explore these concepts through the use of demonstration teaching and hands-on experiences. Curriculum contents are paced given the individual student's goals and objectives.

Technical Math I

SIMS Code 201501 - 201508	9 th - 12 th Grades	1 each semester
SIMS Code 201500 and 201509	13 th + Grades	90 minutes

This semester-long course will cover basic math concepts such as counting and extends through solving practical word problems. Skills such as addition, subtraction, multiplication and division will be taught. An emphasis is placed upon the concepts of measurement, time and money. Demonstration teaching, manipulatives, computer-aided software and hands-on experiences will be utilized in this class. Curriculum contents are paced given the individual student's goals and objectives.

Computer Skills/Education

SIMS Code 250101 - 250108	9 th - 12 th Grades	.5 each semester
SIMS Code 250100 and 250109	13 th + Grades	45 minutes

This semester-long course will entail the fundamental skills for the operation and use of computers. Students will be able to use the computer as a daily apparatus for independent life skills in the home and or in an appropriate work site. Curriculum contents are paced, given the individual student's goals and objectives.

Science – Special Instruction

SIMS Code 308001 - 308008	9 th – 12 th Grades	.5 each semester
SIMS Code 308001 and 308009	13 th + Grades	45 minutes

This semester-long course will involve the fundamental skills for the student's understanding of the weather, plants, the human body, and integration with those skills related to money (refer to the Fundamental Math Sequence). Students will engage in hands-on activities appropriate to their level of need, based on their daily life skill requirements for both social and family/peer interaction(s). Curriculum contents are paced given the individual student's goals and objectives.

Science – Special Instruction

SIMS Code 308001 - 308008	9 th – 12 th Grades	.5 each semester
SIMS Code 308000 and 308009	13 th + Grades	45 minutes

This semester-long course will involve introducing and teaching the basic skills for the student's awareness of various temperatures, the weather and body awareness. Curriculum contents are paced given the individual student's goals and objectives.

Social Studies – Special Instruction

SIMS Code 401001 - 401008	9 th – 12 th Grades	.5 each semester
SIMS Code 401000 and 401009	13 th + Grades	45 minutes

This semester-long course will provide instruction in basic usage of community facilities. Examples include entering and exiting buildings, using different types of doors, locating and using water fountains, going to fast food restaurants and supermarkets. Curriculum contents are paced given the individual student's goals and objectives.

Social Studies – Special Instruction

SIMS Code 401001 – 401008	9 th – 12 th Grades	.5 each semester
SIMS Code 401000 and 401009	13 th + Grades	45 minutes

This semester-long course will provide instruction in the areas of calendar use, geography, US citizenship, tradition/holidays and government. Curriculum contents are paced given the individual student's goals and objectives.

Exploring Life Skills

SIMS Code 701801 – 701808	9 th – 12 th Grades	1 each semester
SIMS Code 701800 and 701809	13 th + Grades	90 minutes

This year-long course will cover skills aimed at developing independence in basic self-help, leisure and independent living skills. Curriculum contents are paced given the individual student's goals and objectives.

Independent Living

SIMS Code 405101 – 405109	9 th – 12 th Grades	1 each semester
SIMS Code 405100 and 405109	13 th + Grades	90 minutes

This year-long course will cover skills aimed at developing independence in maintaining a household. The course will include instruction in areas such as clothing care, shopping and meal preparation. Curriculum contents are paced given the individual student's goals and objectives.

Special Instruction Music/Art

SIMS Code 521001 – 521009	9 th – 12 th Grades	.5 each semester
SIMS Code 521000 and 521009	13 th + Grades	45 minutes

This semester-long course will expose students to music and art with a concentration toward improving students' fine motor skill levels. Students will be exposed to different art mediums such as painting, drawing, clay, music and movement. Curriculum contents are paced given the individual student's goals and objectives.

Health/PE

SIMS Code 901501 – 901508	9 th – 12 th Grades	.5 each semester
SIMS Code 901500 and 901509	13 th + Grades	45 minutes

This year-long course will provide an overview of health issues as they relate to independent living with a concentration toward improving gross motor skills through physical mobility. School and community based resources will be used to provide physical fitness activities. Curriculum contents are paced given the individual student's goals and objectives.

VANCE COUNTY SCHOOLS
Department for Exceptional Children
NON-DIPLOMA TRACK STUDENTS
Sample Schedules

MOST SIGNIFICANT COGNITIVELY DISABLED

1 st Semester – 9 th Grade				2 nd Semester – 9 th Grade			
COURSE	COURSE #	CREDIT	SECTION	COURSE	COURSE #	CREDIT	SECTION
Language	102601	1	01	Language	102602	1	01
Fundamental Math	200801	1	01	Fundamental Math	200802	1	01
Exploring Life Skills	956101	1	01	Exploring Life Skills	956102	1	01
Health/PE	901501	.5	01	Health/PE	901502	.5	01
Special Instruction Science OR Computer Skills/Education OR Special Instruction Music/Art	308001 250101 521001	.5 .5 .5	01 01 01	Special Instruction Social Studies OR Computer Skills/Education OR Special Instruction Music/Art	401001 250102 521002	.5 .5 .5	01 01 01

1 st Semester – 10 th Grade				2 nd Semester – 10 th Grade			
COURSE	COURSE #	CREDIT	SECTION	COURSE	COURSE #	CREDIT	SECTION
Language	102603	1	01	Language	102604	1	01
Fundamental Math	200803	1	01	Fundamental Math	200804	1	01
Exploring Life Skills	956103	1	01	Exploring Life Skills	956104	1	01
Health/PE	901503	.5	01	Health/PE	901504	.5	01
Special Instruction Science OR Computer Skills/Education OR Special Instruction Music/Art	308002 250103 521003	.5 .5 .5	01 01 01	Special Instruction Social Studies OR Computer Skills/Education OR Special Instruction Music/Art	401002 250104 521004	.5 .5 .5	01 01 01

1 st Semester – 11 th Grade				2 nd Semester – 11 th Grade			
COURSE	COURSE #	CREDIT	SECTION	COURSE	COURSE #	CREDIT	SECTION
Language	102605	1	01	Language	102606	1	01
Fundamental Math	200805	1	01	Fundamental Math	200806	1	01
Exploring Life Skills	956105	1	01	Exploring Life Skills	956106	1	01
Health/PE	901505	.5	01	Health/PE	901506	.5	01
Special Instruction Science OR Computer Skills/Education OR Special Instruction Music/Art	308003 250105 521005	.5 .5 .5	01 01 01	Special Instruction Social Studies OR Computer Skills/Education OR Special Instruction Music/Art	401003 250106 521006	.5 .5 .5	01 01 01

1 st Semester – 12 th Grade				2 nd Semester – 12 th Grade			
COURSE	COURSE #	CREDIT	SECTION	COURSE	COURSE #	CREDIT	SECTION
Language	102607	1	01	Language	102608	1	01
Fundamental Math	200807	1	01	Fundamental Math	200808	1	01
Exploring Life Skills	956107	1	01	Exploring Life Skills	956108	1	01
Health/PE	901507	.5	01	Health/PE	901508	.5	01
Special Instruction Science OR Computer Skills/Education OR Special Instruction Music/Art	308004 250107 521007	.5 .5 .5	01 01 01	Special Instruction Social Studies OR Computer Skills/Education OR Special Instruction Music/Art	401004 250108 521008	.5 .5 .5	01 01 01

VANCE COUNTY SCHOOLS
Department for Exceptional Children
NON-DIPLOMA TRACK STUDENTS
Sample Schedules

MODERATELY SIGNIFICANT COGNITIVELY DISABLED

1 st Semester – 9 th Grade				2 nd Semester – 9 th Grade			
COURSE	COURSE #	CREDIT	SECTION	COURSE	COURSE #	CREDIT	SECTION
Language	102601	1	02	Language	102602	1	02
Integrated Math	205101	1	01	Integrated Math	205102	1	01
Independent Living	405101	1	01	Independent Living	405102	1	01
Health/PE	901501	.5	02	Health/PE	901502	.5	02
Special Instruction Science OR Computer Skills/Education OR Special Instruction Music/Art	308001 250101 521001	.5 .5 .5	02 02 02	Special Instruction Social Studies OR Computer Skills/Education OR Special Instruction Music/Art	401001 250102 521002	.5 .5 .5	02 02 02

1 st Semester – 10 th Grade				2 nd Semester – 10 th Grade			
COURSE	COURSE #	CREDIT	SECTION	COURSE	COURSE #	CREDIT	SECTION
Language	102603	1	02	Language	102604	1	02
Integrated Math	205103	1	01	Integrated Math	205104	1	01
Independent Living	405103	1	01	Independent Living	405104	1	01
Health/PE	901503	.5	02	Health/PE	901504	.5	02
Special Instruction Science OR Computer Skills/Education OR Special Instruction Music/Art	308002 250103 521003	.5 .5 .5	02 02 02	Special Instruction Social Studies OR Computer Skills/Education OR Special Instruction Music/Art	401002 250104 521004	.5 .5 .5	02 02 02

1 st Semester – 11 th Grade				2 nd Semester – 11 th Grade			
COURSE	COURSE #	CREDIT	SECTION	COURSE	COURSE #	CREDIT	SECTION
Language	102605	1	02	Language	102606	1	02
Integrated Math	205105	1	01	Integrated Math	205106	1	01
Independent Living	405105	1	01	Independent Living	405106	1	01
Health/PE	901505	.5	02	Health/PE	901506	.5	02
Special Instruction Science OR Computer Skills/Education OR Special Instruction Music/Art	308003 250105 521005	.5 .5 .5	02 02 02	Special Instruction Social Studies OR Computer Skills/Education OR Special Instruction Music/Art	401003 250106 521006	.5 .5 .5	02 02 02

1 st Semester – 12 th Grade				2 nd Semester – 12 th Grade			
COURSE	COURSE #	CREDIT	SECTION	COURSE	COURSE #	CREDIT	SECTION
Language	102607	1	02	Language	102608	1	02
Integrated Math	205107	1	01	Integrated Math	205108	1	01
Independent Living	405107	1	01	Independent Living	405108	1	01
Health/PE	901507	.5	02	Health/PE	901508	.5	02
Special Instruction Science OR Computer Skills/Education OR Special Instruction Music/Art	308004 250107 521007	.5 .5 .5	02 02 02	Special Instruction Social Studies OR Computer Skills/Education OR Special Instruction Music/Art	401004 250108 521008	.5 .5 .5	02 02 02

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