



# High School Registration and Course Information Guide 2011-2012

## Bunn High School

### **District Vision:**

We envision a school system where the administration, faculty, students, parents and community work collaboratively to provide a safe, well-structured environment where a broad instructional focus will allow for the highest standards for academic excellence, love of learning, and personal integrity.

We strive to organize exemplary elementary, middle, and high schools which educate the whole person.

Our vision requires a cooperative relationship based on mutual respect and high expectations that will result in students achieving their unique potential in the pursuit of productive lifestyles.

### **Letter from the Principal:**

Dear Students,

It is our pleasure to offer you this Registration and Course Information Guide to assist you and your parents with course selection and to offer you other valuable information concerning high school. Please study this information carefully and discuss with your parent or guardian. Decisions made now will have a significant impact on your future. We all are faced with increased accountability. Do not hesitate to ask our staff and counselors questions.

We wish for you a challenging and productive year!

Mrs. Robin Faulkner  
Principal

### **Informed Choice Registration:**

High schools operate under a parent/student informed choice open registration. The decision to enroll in any course offered is the choice and responsibility of the student and his/her parents. Parameters, of course, exist such as proper course sequence and those courses required for graduation. Although school personnel may make recommendations concerning level of difficulty (for example, academic, honors, and so forth), the parent and student should weigh all options and be part of the final decision. Every effort is made to place a student in the desired classes, but there are times when some changes must be made. Class schedules are generally received by the student several weeks prior to the semester. Please note the designated drop/add dates and times. It is most important that any schedule changes take place during those times to ensure desired classes are obtained and no class time is missed.

### Web Sites for SAT and ACT and General

Franklin County Schools provides the PSAT free of charge for the 11<sup>th</sup> grade students in October. Results from the PSAT allow students to access My College Quickstart at [www.collegeboard.com](http://www.collegeboard.com). Using the code assigned on their PSAT score report the student has access to an Individualized SAT Study Plan online. Students who have questions about accessing their individualized SAT Study Plan online may contact their school counselor.

|   |  |
|---|--|
| College Foundation of North Carolina (CFNC)                                 | <a href="http://www.CFNC.org">http://www.CFNC.org</a>  |
| College Board Tests, Planning for College, Applying and Paying for College  | <a href="http://www.collegeboard.org">www.collegeboard.org</a><br><a href="http://www.collegeboard.com/?student">www.collegeboard.com/?student</a>   |
| Test Preparation/College & Career Planning/Financial Aid Planning Checklist | <a href="http://www.actstudent.org/index/html">www.actstudent.org/index/html</a><br><a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a><br><a href="http://www.collegenet.com">www.collegenet.com</a><br><a href="http://www.finaid.org">www.finaid.org</a><br><a href="http://www.fastweb.com">www.fastweb.com</a><br><a href="http://www.ed.gov/offices/OSFAP/Students/student.html">www.ed.gov/offices/OSFAP/Students/student.html</a><br><a href="http://www.ed.gov/pubs/collegecosts/cover.html">www.ed.gov/pubs/collegecosts/cover.html</a><br><a href="http://www.collegecapital.com">www.collegecapital.com</a><br><a href="http://www.f4k.org">www.f4k.org</a> |
| Other General Informational Web Sites                                       | <a href="http://www.fcschools.net">www.fcschools.net</a>   |
| Department of Public Instruction  | <a href="http://www.dpi.state.nc.us">www.dpi.state.nc.us</a>   |
| Instructional Services (State)  | <a href="http://www.learnnc.org/dpi/instService.nsf">www.learnnc.org/dpi/instService.nsf</a>   |

### SAT and ACT Test Dates

#### SAT DATES AND DEADLINES FOR 2011-2012

October 1, 2011  
November 5, 2011  
December 3, 2011  
January 28, 2012  
May 5, 2012  
June 2, 2012

#### ACT DATES AND DEADLINES FOR 2011-2012

September 10, 2011  
October 22, 2011  
December 10, 2011  
February 11, 2012  
April 14, 2012  
June 9, 2012

#### Deadline

Deadlines are generally six weeks prior to test date. Students should contact the College Board or Guidance Counselor for specifics. <http://www.act.org>

### Course Selection

Parents and students are encouraged to consider upper level courses that will offer more rigor and challenge to students. Franklin County Schools has a wide selection of courses taught at the Honors and Advanced Placement levels. These classes usually have fewer numbers, and teachers can offer more individual attention to each student. Colleges and universities look closely at the level of work on a student's transcript. Students earn an additional quality point for taking classes at the Honors and the Advanced Placement (AP) levels. An Honors level class is taken just prior to the AP level class to ensure students are properly prepared and can experience success. Most colleges and universities will accept AP test scores earned in high school and apply them as college or university level credits. It is therefore possible for a student from Franklin County to enter college with up to 15 or more college semester hours already earned. This is equivalent to an entire semester of work in college. The current cost for a semester of college (tuition, fees, room, meals, etc.) at one of our state-supported institutions is approximately \$6,000. For additional information, contact your school counselor or Mr. Monty Riggs, Director of Secondary Education at 496-2600.

### Driver's License/Permit

There are several ways you will lose your driver's license, permit, or eligibility to receive those items depending upon your age: (1) failure to make appropriate progress in school (on our block schedule, a student must pass at least three subjects per semester); (2) dropping out of school; and (3) expulsion, suspension, or assignment to an alternative

education setting for more than ten days for committing one of the following offenses: possession/sale of alcohol or a controlled substance on school property or at a school-sponsored or school-related activity; possession or use of a weapon or firearm on school property; and assault on a teacher or other school personnel on school property or at a school sponsored or school activity.

This information is based on State of North Carolina General Statutes (G.S. 20-11) and is strictly adhered to by Franklin County Schools.

### **Course Load**

All students are expected to take a full load (four) of courses each semester. Under certain circumstances a student may be considered for less than or more than four courses. For this, the principal must approve, as well as the parent and student, with the appropriate form completed and on file in the student's permanent school folder. Extreme caution should be taken any time a full load is not taken.

### **Transfer Students and Graduation Credits**

The formula used to determine the number of credits required for graduation is as follows: the maximum potential for earning credit over a four year span less four credits. Maximum potential is defined as an individual's opportunity to earn all high school credits available within an academic year. For example, if a student transferring had the opportunity to earn 30 credits over the course of four years, that student would be required to earn 26 units to graduate, as well as meet the other requirements for graduation. See Policy Code 4160 (included) for additional information concerning transfer student credits.

### **Class Rankings (Policy Code 3450)**

Class ranking is one method of measuring academic performance. The Board also recognizes other means of evaluating student achievement, including grade point average, courses completed, the rigor of the curriculum, results of tests and assessments and recommendation letters. The high school will compile class rankings periodically and make the information available to the student, his or her parents or guardians, and to other institutions at the request of the student or his or her parents or guardians.

The principal will be responsible for ensuring that class ranking is computed in a fair and consistent manner with adequate notice to students and parents. The Superintendent or principal will provide written procedures on how students with equal grades or grades that may be perceived as equal will be treated. Nothing in this policy provides any legal entitlement to a particular class rank or title. Although the student grievance procedure may be utilized to formally resolve disputes, the Board encourages parents, student(s) directly involved in the dispute, and the principal to informally reach a resolution on any matters related to class rank.

Each high school will designate a valedictorian and salutatorian to be recognized at graduation ceremonies.

The senior attaining the highest grade point average will be designated valedictorian. The senior attaining the second highest grade point average will be designated salutatorian. In the event of a tie for valedictorian, there will be no salutatorian. In order to qualify for valedictorian or salutatorian honors, a student must (a) have been classified as a senior the entire school year, (b) have attended the school no less than the entire school year, and (c) have course credits equal to or exceeding his/her maximum potential minus two. (Maximum potential represents the total number of all courses a student can take during four years of high school. On the block schedule, for example, that equals 32 – four years times eight courses per year.)

High schools will recognize all seniors as High Honor graduates who have achieved an overall weighted cumulative grade point average of 4.2 or above for the time beginning with the first semester of the 9<sup>th</sup> grade and extending through completion of the 12<sup>th</sup> grade. Those with a 3.5 or higher GPA will be designated Honor graduates. This average will include all classes beginning with the first semester of 9<sup>th</sup> grade and extending through completion of 12<sup>th</sup> grade. All grade point averages will be rounded to the thousandth place.

The Board encourages the principal, with input from teachers, parents and students, to develop additional means of recognizing academic achievements.

Marshals in each high school are to be continued on the basis of individual school criteria.

**Legal References:** G.S. 115C-47, -81, -276, -288

**Cross References:** Goals and Objectives of the Educational Program (policy 3000), Parental Involvement (policy 1310)

**Adopted:** 04/12/99 **Revised:** 04/10/00, 08/14/00, 12.14.09

### **Quality Points for Rank and GPA**

**Quality points for rank and GPA beginning with the graduating class of 2008**

|               |           |           |           |              |
|---------------|-----------|-----------|-----------|--------------|
| 96-100%=4.000 | 91%=3.375 | 86%=2.750 | 81%=2.125 | 76%=1.500    |
| 95%=3.875     | 90%=3.250 | 85%=2.625 | 80%=2.000 | 75%=1.375    |
| 94%=3.750     | 89%=3.125 | 84%=2.500 | 79%=1.875 | 74%=1.250    |
| 93%=3.625     | 88%=3.000 | 83%=2.375 | 78%=1.750 | 73%=1.125    |
| 92%=3.500     | 87%=2.875 | 82%=2.250 | 77%=1.625 | 70-72%=1.000 |
|               |           |           |           | <69%=0.00    |
| FF=0.00       | WF=0.00   | WP=0.00   | INC=0.00  | AUD=0.00     |
| P=0.00        | F=0.00    |           |           |              |

### Weighted Courses\*

Courses eligible for weighted quality points are high-level courses that fall into the following categories:

1. Honors sections of standard level academic courses that are aligned to the honors curriculum, instruction, and assessment standards. Such courses are assigned to category H (1 point). It is necessary to have a standard level of a course to offer an honors level.
2. All AP/IB and higher-level college courses (2 points).
3. Pre-calculus (advanced mathematics 2070), non-AP/IB calculus, mathematics courses beyond the level of calculus, and foreign language courses beyond the second year level. Such courses are inherently advanced and are assigned to category H (1 point).
4. Arts education courses meeting the standards for music honors, visual art honors, and theatre arts honors (1 point).
5. Grades in community college courses that have been approved for the Comprehensive Articulation Agreement (CAA) will receive up to 5 quality points. This list includes courses that have been reviewed and approved for transfer by the Transfer Advisory Committee, but does not include any of the physical education courses, the three health courses (HEA 110, 112 and 120), and the following pre-major/elective courses: BUS 110, CHEM 115 and 115A, FRE 111 and 181, GER 111 and 181, LAT 111 and 181, PHS 110, SPA 111 and 181.
6. Independent colleges and universities and UNC campuses may also have any of the CAA courses (lower division courses typically taught in the freshman or sophomore year of college) taught by their colleges receive quality points in the same way as provided in #5 for the community colleges. Each independent college and university and UNC campus may forward to DPI a list of general education courses and/or any pre-major or elective courses that match courses from the CAA course listing except for those course exceptions as noted in item #5.

\*Algebra I cannot be weighted.

## Graduation Requirements

### 1. State Requirements

Students entering the ninth grade for the first time in 2006-2008 will be required to meet the following exit standards. Students entering 2009 and beyond will follow Future Ready Core. The exit standards will only apply to students following the Career Preparation, College Technical Preparation, or College University Preparation courses of study. These students will be required to pass the end-of-course (EOC) assessment in five required courses: English I, Algebra I, Biology, Civics, and US History.

### 2. Local Requirements (in addition to State requirements)

English - 1 unit of English Composition\*

Electives - 7 units

Additionally, Franklin County has specified that the units for graduation will consistently add up to four units less than a student's maximum potential. Under the block schedule, a student must earn 28

credits of 32 potential credits. \* Students transferring into the Franklin County School system who are currently taking (or have already taken) English II are not required to take English Composition. See Franklin County Schools Policy Code 3420 for additional specific information.

**3. 21 Credit High School Diploma Program**

The 21 Credit High School Diploma Program will target at-risk students who are experiencing difficulty meeting the specified local requirement of 28 credits for graduation. The rationale of the program is to provide another avenue for Franklin County Schools' students to earn a high school diploma. Students need 17 credits in order to be promoted to senior status.

**4. Early College High School**

Franklin County Schools' Early College High School chooses interested eighth graders to be part of their ninth grade class. By closely coordinating high school and community college classes during the student's 10th, 11th, and 12th grade years, a student can obtain his/her high school diploma and an Associate's Degree (in the area of their choice) within a five year time frame.

**Promotion/Classification Requirements**

Franklin County Schools policy 3420 specifies the following numbers of course units to determine classification:

**NOTE:**

In the event of conflict between State requirements and FCS Board (Policy 3420), the State requirements shall prevail; however, FCS can and does have requirements in addition to State requirements for promotion and graduation.

**28 units to graduate**  
**20 units to be a senior with a schedule that qualifies for graduation**  
**12 units to be classified as a junior**  
**6 units to be classified as a sophomore**

**N.C. Course of Study Graduation Requirements**

| For Ninth Graders Entering Between 2000 – 2008-09 |   |  |   | Available for<br>Ninth Graders<br>2000 – >  | For Ninth Graders<br>Entering in 2009-10<br>and Later   |
|---|---|--|---|---|---|
| CONTENT AREA                                      | CAREER PREP<br>Course of<br>Study<br>Requirements   | COLLEGE<br>TECH PREP*<br>Course of<br>Study<br>Requirements  | COLLEGE/<br>UNIVERSITY<br>PREP<br>Course of<br>Study<br>Requirements<br>(UNC 4-yr college)  | OCCUPATIONAL<br>Course of Study<br>Requirements<br>(Selected IEP<br>students excluded<br>from EOC<br>Proficiency Level<br>requirements) | FUTURE-READY CORE   |
| English   | 4 Credits<br>I, II, III, IV   | 4 Credits<br>I, II, III, IV  | 4 Credits<br>I, II, III, IV   | 4 Credits<br>Occupational<br>English I, II, III, IV   | 4 Credits<br>I, II, III, IV   |
| Mathematics                                       | 3 Credits<br>Including Algebra I This<br>requirement can be met<br>with Integrated Math I & II<br>when accompanied with the<br>Algebra I EOC. | 3 Credits*<br>Algebra I, Geometry,<br>Algebra II, OR Algebra I,<br>Technical Math I & II, OR<br>Integrated Mathematics I,<br>II, & III | 4 Credits<br>Algebra I, Algebra II,<br>Geometry, and higher level<br>math course with Algebra II<br>as prerequisite OR<br>Integrated Mathematics I,<br>II, III, and a credit beyond<br>Integrated Mathematics III | 3 Credits Occupational<br>Mathematics I, II, III  | 4 Credits<br>(Algebra I, Geometry, Algebra II) OR<br>(Integrated Math I, II, III)<br>4th Math Course to be aligned with<br>the student's post high school plans<br><i>At the request of a parent and with<br/>counseling provided by the school, a<br/>student will be able to opt out of this<br/>math sequence. He/she would be<br/>required to pass Algebra I and<br/>Geometry or Integrated Math I and II<br/>and two other application-based<br/>math courses.</i> |
| Science   | 3 Credits<br>A Physical Science course,   | 3 Credits<br>A Physical Science course,  | 3 Credits<br>A Physical Science course,   | 2 Credits<br>Life Skills Science I, II  | 3 Credits<br>A Physical Science course, Biology,<br>Earth/ Environmental Science  |

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|   | Biology, Earth/<br>Environmental Science  | Biology, Earth/<br>Environmental Science   | Biology, Earth/<br>Environmental Science  |   |   |
| <b>Social Studies</b>   | <b>3 Credits</b><br>Civics and Economics, US History, World History****   | <b>3 Credits</b><br>Civics and Economics, US History, World History****  | <b>3 Credits</b><br>Civics and Economics, US History, World History**** (2 courses to meet UNC minimum admission requirements -US History & 1 elective) | <b>2 Credits</b><br>Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)  | <b>3 Credits</b><br>Civics and Economics, US History, World History****   |
| <b>Second Language</b>  | Not required  | Not required*  | <b>2 Credits</b> in the same language   | Not required  | Not required for graduation. Required to meet MAR (minimum application requirements) for UNC.   |
| <b>Health and Physical Education</b>                            | <b>1 Credit</b><br>Health/Physical Education  | <b>1 Credit</b><br>Health/Physical Education   | <b>1 Credit</b><br>Health/Physical Education  | <b>1 Credit</b><br>Health/Physical Education  | <b>1 Credit</b><br>Health/Physical Education  |
| <b>Electives or other requirements***</b>                       | <b>2 Elective Credits</b> and other credits designated by LEA   | <b>2 Elective Credits</b> and other credits designated by LEA  | <b>3 Elective Credits</b> and other credits designated by LEA   | <b>Occupational Preparation: 6 Credits</b><br>Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/ Career Portfolio required | <b>6 Credits required</b><br><b>2 Elective credits of any combination from either:</b><br>– Career and Technical Education (CTE)<br>– Arts Education<br>– Second Languages<br><b>4 Elective credits strongly recommended (four course concentration) from one of the following:</b><br>– Career and Technical Education (CTE)<br>– JROTC<br>– Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English) |
| <b>Career Technical</b>   | <b>4 Credits in Career/ Technical</b><br>Select courses appropriate for career pathway to include a second level (advanced) course; OR          | <b>4 Credits</b><br>Select courses appropriate for career pathway to include a second level (advanced) course. | Not required  | <b>4 Credits</b><br>Career/ Technical Education electives   |   |
| <b>JROTC</b>  | <b>4 Credits in JROTC; OR</b>   |  |   |   |   |
| <b>Arts Education (Dance, Music, Theatre Arts, Visual Arts)</b> | <b>4 Credits in an Arts Discipline</b><br>Select courses appropriate for an arts education pathway to include an advance course.                |  |   |   |   |
|   | Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway) | Recommended: at least one credit in an arts discipline and/or requirement by local decision                    | Recommended: at least one credit in an arts discipline and/or requirement by local decision   | Recommended: at least one credit in an arts discipline and/or requirement by local decision   |   |

|              |  |  |  |  |  |
|--------------|--|--|--|--|--|
| <b>Total</b> | 20 Credits plus any local requirements | 20 Credits plus any local requirements | 20 Credits plus any local requirements | 22 Credits plus any local requirements | 21 Credits plus any local requirements |
|--------------|--|--|--|--|--|

\* A student pursuing a College Tech Prep course of study may also 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.

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

\*\*\*Examples of electives include 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.

### CTP/Career Prep Career Pathways

## College Tech Prep and Career Prep Course of Study Franklin County Schools - Vance Granville Community College Career Pathways 9<sup>th</sup> Graders entering between 2000-2008/2009

| Agricultural and Natural Resources Technologies | Biological and Chemical Technologies     | Business Technologies                        | Commercial and Artistic Production Technologies | Construction Technologies       | Engineering Technologies                        | Health Sciences                  | Industrial Technologies         | Public Service Technologies                | Transport System Technologies       |
|---|--|--|---|---------------------------------|---|----------------------------------|---------------------------------|--|-------------------------------------|
| Career Mgmt. (F, L, B)                          | Career Mgmt. (F, L, B)                   | Career Mgmt. (F, L, B)                       | Career Mgmt. (F, L, B)                          | Career Mgmt. (F, L, B)          | Career Mgmt. (F, L, B)                          | Career Mgmt. (F, L, B)           | Career Mgmt. (F, L, B)          | Career Mgmt. (F, L, B)                     | Career Mgmt. (F, L, B)              |
| Small Business/Entrep. (F) (B)                  | Small Business/Entrep. (F) (B)           | Small Business/Entrep.* (F) (B)              | Small Business/Entrep. (F) (B)                  | Small Business/Entrep. (F) (B)  | Small Business/Entrep. (F) (B)                  | Small Bus/Entrep. (F) (B)        | Small Bus/Entrep. (F) (B)       | Small Business/Entrep. (F) (B)             | Sml Business/Entrep. (F) (B)        |
| Computer Apps. I (B, F, L)                      | Computer Apps. I (B, F, L)               | Computer Apps. I (B, F, L)                   | Computer Apps. I (B, F, L)                      | Computer Apps. I (B, F, L)      | Computer Apps. I (B, F, L)                      | Computer Apps. I (B, F, L)       | Computer Apps. I (B, F, L)      | Computer Apps. I (B, F, L)                 | Computer Apps. I (B, F, L)          |
| Digital Comm. Systems (B, F, L)                 | Digital Comm. Systems (B, F, L)          | Digital Comm Systems (B, F, L)               | Digital Comm. Systems (B, F, L)                 | Digital Comm. Systems (B, F, L) | Digital Comm. Systems (B, F, L)                 | Digital Comm. Systems (B, F, L)  | Digital Comm. Systems (B, F, L) | Digital Comm. Systems (B, F, L)            | Digital Comm. Systems (B, F, L)     |
| Agr. Productions I (F)                          | Biotech/Agrisci Rsch I (F)               | Princ Bus/PersFin                            | Apparel Dev I (B, F)                            | Agr. Mech. I                    | Drafting I (B)                                  | Foods I – Fundamentals (B, F, L) | Welding Tech I (VGCC)           | Apparel Dev I (B, F)                       | Auto. Serv Tech I (L)               |
| Agr. Prods II* (F)                              | Intro. to Biotechnology (B, F, L)        | Business Law (F)                             | Apparel Dev II* (B, F)                          | Housing/ Interiors I (F)        | Principles of Tech I (B,F)                      | Parenting/ Child Dev (B, F, L)   | Welding Tech II* (VGCC)         | Foods I – Fundamentals (B, F, L)           | Automotive Tech II* (L)             |
| Agr. Mech. I (B, L, F)                          | Bioprocess Mfg. VGCC                     | Computer Account I (B, F, L)                 | Housing/ Interiors (F)                          | Furn/ Cabinetmaking I (B)       | Principles of Tech II* (B,F)                    |                                  | Drafting I (B)                  | Foods II* – Advanced (B, F, L)             | Auto. Serv Tech III* (L)            |
| Agr. Mech. II* (B, L, F)                        | Foods I – Fundamentals (B, F, L)         | Computer Account II* (B, F, L)               |   | Furn/Cabinetmaking II* (B)      | JROTC I - Aero. Sci. & Leadership Ed. I (L)     | Allied Health Sci I (L)          | Principles of Tech I (B,F)      | Housing/ Interiors I (F)                   | Drafting I (B)                      |
| Agr. Advanced Studies (B, L, F)                 | Foods II* – Advanced (B, F, L)           | Computer Apps II* (B, F, L)                  | Drafting I (B)                                  | Welding Tech I (VGCC)           | JROTC II - Aero. Sci. & Leadership Ed. II (L)   | Allied Health Sci II* (L)        | Principles of Tech II* (B,F)    | Parenting/Child Dev (B, F, L)              | Principles of Tech. I (B, F )       |
| Horticulture I (B,F,L)                          | Life Management (B)                      | e-Commerce (B)                               | Life Management (B)                             | Masonry I (F)                   | JROTC III - Aero. Sci. & Leadership Ed. III (L) | EMT Basic (L)                    | Intro. to Biotechnology (F.)    | Life Management (B)                        | Trade & Industrial Adv. Studies (L) |
| Horticulture II* - (B,F,L)                      | Fam. & Con. Sciences Adv. Std. (B, F, L) | Business Adv. Studies (B, L, F)              | Fam. & Con. Sciences Adv. Std. (B, F, L)        | Masonry II* (F)                 | JROTC IV - Aero. Sci. & Leadership Ed. IV (L)   | Health Sciences Adv. Studies (L) | Tech. Advanced Studies (B, F)   | Early Childhood Ed I (L)                   |                                     |
| Horticulture II Landscape Construction (B)      |  | Travel, Tourism and Recreation Marketing (B) | Digital Media I (F)                             | Masonry III* (F)                | Trade & Industrial Adv. Studies (B, F, L)       | Medical Sciences I (F)           |                                 | Early Childhood Ed II* (L)                 |                                     |
| Biotech/Agrisci. Rsch I (F)                     |  | Sports & Entertain Mktg. I (B)               | Digital Media II* (F)                           | Construction Tech. I (L)        |   | Medical Sciences II* (F)         |                                 | Family & Con. Sciences Adv. Studies (B, F) |                                     |

|                            |  |                                  |   |                                    |  |  |  |  |  |
|----------------------------|--|----------------------------------|---|------------------------------------|--|--|--|--|--|
| Bio./Agrisci. Rsch II* (F) |  | Sports & Entertain Mktg. II* (B) | Trade & Industrial Adv. Studies (B, F, L) | Construction Tech. II* (L)         |  |  |  |  | Cosmetology I (VGCC)                           |
| Bioprocess Mfg. VGCC       |  |                                  |   | Construction Tech. III* (L)        |  |  |  |  | Cosmetology II* (VGCC)                         |
| Welding Tech I (VGCC)      |  |                                  |   | Trade & Indust. Adv. Studies (B,F) |  |  |  |  | Law Enforce. I (VGCC taught on site) (B,L,F)   |
| Drafting I (B)             |  |                                  |   | Drafting I (B)                     |  |  |  |  | Law Enforce. II* (VGCC taught on site) (B,L,F) |
|                            |  |                                  |   | Drafting II *Archit (B)            |  |  |  |  |  |
|                            |  |                                  |   | Drafting III* (B)                  |  |  |  |  |  |
|                            |  |                                  |   | Air Cond/Refrig I (B)              |  |  |  |  |  |
|                            |  |                                  |   | Air Cond/Refrig II* (B)            |  |  |  |  |  |
|                            |  |                                  |   | Principles of Tech I (B, F)        |  |  |  |  |  |

**Future Ready Core Career Clusters**

**Franklin County Schools  
Future Ready Core Career Clusters  
For 9<sup>th</sup> graders entering 2009-2010 and later**

| FOUNDATIONAL COURSES           | Agriculture, Foods & Natural Resources | Architecture & Construction    | Business Management & Administration      | Arts, Audio/Video Tech and Comm | Finance                        | Health Science                | Hospitality & Tourism                   | Human Services   | Information Technology                    | Manufacturing                   | Marketing                                 | Transportation, Distribution & Log.       | Science, Technology, Engineering & Math |
|--------------------------------|--|--------------------------------|---|---------------------------------|--------------------------------|-------------------------------|---|--|---|---------------------------------|---|---|---|
|                                | Agr. Production I (F)                  | Intro to T&I (L)               | MS ITA: Word, PP, Pub (B,F,L)             | Apparel Development I (B,F)     | Prin of Bus & Per Fin (B,F,L)  | Allied Health Science I (L)   | Foods I (B,L)                           | Par & Child Dev (B,F,L)  | MS ITA: Word, PP, Pub (B, F, L)           | Welding I (VGCC)                | Sports & Enter Mktg I (B)                 | Auto Tech I (L)                           | Principles of Tech I (B,F)              |
| Agr. Production II * (F)       | Welding I (VGCC)                       | MS ITA: Excel, Access (B,F,L)  | Apparel Development II * (B,F)            | Business Law (B,F)              | Allied Health Science II * (L) | Sports & Enter Mktg I (B)     | Life Management (B)                     | eCommerce I (B,F)H (L) Online  | Welding II * (VGCC)                       | Sports & Enter Mktg II * (B)    | Auto Tech II * (L)                        | Principles of Tech II * ? (B,F)           |   |
| Horticulture I (B,F,L)         | Masonry I (F)                          | Multimedia & Wepage* (B,F,L)   | Drafting I (B)                            | Small Bus Entrep. (B,F)H (L)    | Medical Science I (F)          | Sports & Enter Mktg II * (B)  | Early Childhood I (L)                   | eCommerce II * (B,F,)H   | Trade & Industrial Adv. Studies * (B,F,L) | Travel & Tour Mktg I (B)        | Auto Tech III (L)                         | Drafting I (B)                            |   |
| Horticulture II * (B,F,L)      | Masonry II * (F)                       | Computerized Acct I (B,F,L)    | Digital Media I (F)                       | Computer Acct I (B,F,L)         | Medical Science II * (F)       | FAC Edu Adv Studies * (B,F,L) | Early Childhood II * (L)                | Digital Comm. Sys. (B,F,L)   | Drafting I (B)                            | Travel & Tour Mktg II * (B)     | Trade & Industrial Adv. Studies * (B,F,L) | Trade & Industrial Adv. Studies * (B,F,L) |   |
| Biotech/Agrisci Rsch I (F)     | Masonry III (F)                        | Princ Bus/Personal Fin (B,F,L) | Digital Media II * (F)                    | Computer Acct II * ? H (B,F,L)  | Health Adv. Studies * (F,L)    | Mktg Edu Adv Studies (B)      | Cosmetology I (VGCC)                    | Bus & Tech Adv Stu* (B,F,L)  |   | Mktg. Edu Adv Studies* (B)      |   |   |   |
| Biotech/Agrisci Rsch II *H (F) | Carpentry I (B,L)                      | Business Law (B,F)             | Trade & Industrial Adv. Studies * (B,F,L) | Business Adv Studies (B,F,L)    | EMT Basics * (L)               |                               | Cosmetology II * (VGCC)                 | Computer Programming I (B,F) H   |   | Small Bus Entrep.* (B,F,) H (L) |   |   |   |
| Foods I (B,L)                  | Carpentry II * (B,L)                   | Small Bus Entrep. (B, F) H (L) |   |                                 | Bioprocess Mfg-BPM110 (VGCC)   |                               | Trade & Industrial Adv. Studies (B,F,L) | Computer Programming II * (B,F) H  |   |                                 |   |   |   |
| Foods II * (B,L)               | Carpentry III (B,L)                    | Business Adv Studies (B,F,L)   |   |                                 | Intro to Biotechnology (F)     |                               | Law Enforcement I (B,F,L)               | <b>To earn a concentration for graduation and CTE federal reporting purposes:</b> <ul style="list-style-type: none"> <li>The student must earn at least four technical credits from among the courses listed in the Career Cluster.</li> <li>The student must earn three of the technical credits from among the Foundational courses listed.</li> <li>At least one of the Foundational courses must be at the completer level, identified by an asterisk on the cluster chart.</li> </ul> |   |                                 |   |   |   |
| Agr. Mechanics I (B,F,L)       | Drafting I (B)                         |                                |   |                                 |                                |                               | Law Enforcement II * (B,F,L)            |  |   |                                 |   |   |   |
| Agr. Mechanics II * (B,F,L)    | Drafting II- Archit*? (B)              |                                |   |                                 |                                |                               | Interior Design I                       |  |   |                                 |   |   |   |



In this program the students take a traditional class on the college campus (cosmetology, welding) during the regular school day. These are specific classes that have been pre-determined. There is no charge to the student or the high school.

### **3. Dual Enrollment**

Students who would like to take a class on the college campus that is not a part of the Huskins Program can be dually enrolled. Dual Enrollment students do not pay tuition, but must pay fees associated with the cost, as well as pay for their textbooks.

#### **Louisburg College**

A formal request by a student and parent/guardian to take a Louisburg College course while enrolled in a Franklin County high school must be made in accordance with the timelines and procedures specified by the College Course Request Form (FCS # 3455-a). The district assumes no responsibility (for either financial or course credit purposes) for courses taken without following proper procedure. A **course credit fee** is to be paid when transferable college credit is desired. This fee is established by the college. In the case of AIG-identified students who are taking college courses in connection with the IEP (Individual Education Plan) component to their GEPs (Group Education Plan), this fee shall be paid by Franklin County Schools. In the case of students not identified as AIG, this fee is paid by the student.

An audit fee is to be paid when only high school credit is desired. This fee is established by the college and paid by the student in all cases.

#### **Four Year Institutions**

A student must be in good standing to participate in college courses while still enrolled in high school. Good standing is defined as meeting attendance requirement, and working to one's academic potential based on current and past grades. Failure to maintain good standing releases Franklin County Schools from any financial obligation or obligation to accept the college course for high school credit. Prior approval for all college courses must be granted by the principal and Superintendent or designee.

#### **During the 2003 Session of the North Carolina General Assembly, the following bill was passed (HB 601):**

"The State Board of Education, in cooperation with the Education Cabinet, shall work with local school administrative units, the constituent institutions of the University of North Carolina, local community colleges, and private colleges and universities to (i) encourage early entry of motivated students into four-year college programs, and to (ii) ensure that there are opportunities at four-year institutions for academically talented high school students to get an early start on college coursework, either at nearby institutions or through distance learning.

The State Board of Education shall also adopt policies directing school guidance counselors to make ninth grade students aware of the potential to complete the high school courses required for college entry in a three-year period."

**For early graduation to take place, it is vital that parents, students, and counselors carefully plan each semester's courses and for students to stay on that schedule.**

## **Minimum Requirements at the 16 UNC Campuses**

### **MINIMUM REQUIREMENTS AT THE 16 CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA**

The following courses are the minimum required for admission to the UNC system in addition to the institution's own specific requirements:

|                |   |
|----------------|---|
| English        | 4   |
| Math           | 4 including Algebra I, Geometry, Algebra II and one higher course |
| Science        | 3 including a biological and a physical science                   |
| Social Studies | 2 including US History  |

|                  |                        |
|------------------|------------------------|
| Foreign Language | 2 of the same language |
|------------------|------------------------|

The admissions requirements listed above are the minimum requirements. Students should take the most challenging curriculum possible. College admission is based on curriculum / course load, grades, SAT/ACT scores, and extracurricular activities. See GPA & SAT/ACT Requirements in chart below:

| Students Entering<br>In Fall of | Minimum GPA | Minimum SAT | Minimum ACT |
|---------------------------------|-------------|-------------|-------------|
| 2011                            | 2.3         | 750         | 16          |
| 2012                            | 2.3         | 750         | 16          |
| 2013 (and beyond)               | 2.5         | 800         | 17          |

## North Carolina Scholars Program

### North Carolina Scholars Program

Students must:

1. begin planning for the program before entering grade 9 to ensure they obtain the most flexibility in their courses
2. complete all the requirements of this North Carolina Academic Scholars Program
3. have an overall four-year **unweighted** grade point average of 3.5
4. complete all requirements for a North Carolina high school diploma

| 2003-2004      |   | 2009-2010                         |   | Changes  |
|----------------|---|-----------------------------------|---|--|
|                |   | Future-Ready Core Course of Study |   |  |
| <b>Credits</b> | The following designated number of credits per subject area listed below must be taken in grades 9-12.  | <b>Credits</b>                    |   | Omits 9-12 Requirement (HSP-M-001)   |
| 4              | English I, II, III, IV  | 4                                 | English I, II, III, IV  | None   |
| 4              | Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite) | 4                                 | Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)                      | Aligned to the Future-Ready Core requirements. The fourth math credit will be required to be a higher level math that meets MAR (Minimum Admission Requirements) for UNC system.     |
| 3              | Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)   | 3                                 | Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)   | None   |
| 3              | Social Studies (World History, Civics/Economics, and U.S. History)  | 3                                 | Social Studies (World History, Civics/Economics, and U.S. History)  | None   |
| 1              | Healthful Living  | 1                                 | Health and Physical Education   | None   |
| 2              | Languages other than English ( two credits of the same language)  | 6                                 | Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area | Aligned to the Future-Ready Core requirements focus on concentration and including the UNC system requirement of two second language credits. Reduces elective requirements by three |
| 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) | 3               | Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses   | Includes 3 additional credits in more rigorous courses but allows LEAs the flexibility of accessing those courses  |
|    |   | <b>OR</b>       |   |  |
|    |   | 2               | Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses And Completion of The North Carolina Graduation Project | Includes 2 additional credits in more rigorous courses but allows LEAs the flexibility of accessing those courses. Includes The North Carolina Graduation Project. |
| 24 |   | 24 or 23 + NCGP |   | Same number of credits required as original policy but obtainment of credits is more rigorous  |

### Assignment of Students to Classes and Grade Levels

From Policy Code: 4160

All students are assigned to classes in accordance with school assignment plans as approved by the Board and the U.S. Department of Justice. Parents may request a copy of their respective school's placement plan from the school.

Students transferring into Franklin County Schools from another public school system or a non-public school accredited by the Southern Association of Colleges and Schools or one of the other recognized regional accrediting associations, or an approved charter school will receive credit for all courses and grade levels approved by the sending school.

Students transferring into Franklin County Schools from a non-public school not accredited by the Southern Association of Colleges and Schools or one of the other recognized regional accrediting associations or from a home school may receive credit for courses and grade levels approved by the sending school within the following guidelines:

- documentation must be provided to Franklin County Schools by the sending school to include a transcript documenting work completed, a syllabus for the work completed, any available test scores, verification of registry as a home school if applicable, and any other relevant documentation;
- if the principal finds the documentation provided by the sending school to be inadequate, the principal may, at his/her discretion, administer tests to determine placement, possibly using end-of-grade and end-of-course tests for placement purposes;
- a principal shall not require additional placement testing of a student entering Franklin County Schools from a school governed under Article 39 of Chapter 115C if test scores from a nationally standardized test or nationally standardized equivalent measure that are adequate to determine the appropriate placement of the child are available;
- credit and grades earned will be recorded on the student's transcript as pass or fail and designated as non-Franklin County Schools grades, with no curriculum level or course weight considered;
- class rank will be calculated on the basis of all grades earned after enrollment in Franklin County Schools;

Students re-enrolling in Franklin County Schools following a long-term suspension, expulsion, or a 365-day suspension may receive credit for courses successfully completed during the time of suspension or expulsion. If credit is granted, grades will be recorded as pass or fail.

Special education students who are properly suspended from school upon a finding that their misbehavior was not a manifestation of their disability, but who are required by Federal law to continue to receive educational services during the period of suspension, may receive credit for courses successfully completed during the period of suspension. If credit is granted, grades will be recorded as pass or fail.

It is important that school officials and parents work together for the best interests of children. The objective of proper grade placement of students in the district is to implement each student's program at the point most conducive to productive learning.

**Assignment of New Students in Grades K-8**

New students entering Franklin County Schools from another public school system or a non-public school accredited by the Southern Association of Colleges and Schools or one of the other recognized regional accrediting associations, or an approved charter school will be placed in grades and classes on the basis of their grade placement/credits in the sending school.

New students entering Franklin County Schools from a non accredited school or a home school will be placed in the grade level/subject indicated by the sending school's transcript or recommendation by the sending school on a temporary basis until a final determination is made according to this policy. Such temporary placement should include the following factors:

- chronological age;
- physical maturity;
- social adjustment;
- performance in relation to student learning objectives for grade level; and
- individual performance on standardized achievement tests.

**ACCEPTANCE OF HIGH SCHOOL TRANSFER CREDIT**

Students transferring into Franklin County Schools from another school, whether private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school.

Students transferring from another public school system, an approved charter school, or a non-public school accredited by the Southern Association of Colleges and Schools or one of the other recognized regional accrediting associations will receive credit for all courses approved by the sending school.

Upon review and approval by the principal, students transferring into a Franklin County high school from a home school or a non-public school not accredited by the Southern Association of Colleges and Schools or one of the other recognized regional accrediting associations, or from a home school may receive credit toward graduation for courses successfully completed in the non-accredited, non-public school or from a home school within the following guidelines:

- documentation must be provided to the receiving Franklin County high school by the sending school as to the course of study the student followed, materials used, total number of contact hours per course, and scores of any standardized tests the student has taken;
- grades will be recorded as "Pass" (P) or "Fail" (F) and will be identified on the transcript as non-Franklin County Schools grades; and
- grades and credits will not be included in the calculation of GPA or class rank.

Students re-entering a Franklin County high school after being long-term suspended, suspended for 365 days, or expelled from Franklin County Schools may earn credits toward graduation and/or promotion to the next grade for courses successfully completed during the period of suspension through a private school (accredited or non-accredited), an institution of higher education, a home school program, a Franklin County Schools' alternative school, or home-based instruction. The principal will review the student's record as provided by the sending school, home school teacher, or the home-based teacher to determine if credit should be granted for the courses successfully completed. If credit is granted:

- grades will be recorded as "Pass" (P) or "Fail" (F);
- no quality points will be awarded for credits earned while the student was suspended or expelled from Franklin County Schools;
- credits will not count as credits attempted for purposes of calculating the student's GPA and class rank; and

- the student will not be eligible for any school recognition or honor which is determined by the student's cumulative GPA or class rank.

Upon review and approval by the principal, students may receive credit for courses taken abroad if the following guidelines are met:

- the courses have substantial equivalency to a Franklin County high school course in content and number of hours;
- the student has filed an appropriate request and received prior approval; and
- the student takes and is successful on any required end-of-course tests and teacher examinations for which the course is submitted.

Grades and credits for courses taken abroad will not be included in the calculation of the student's GPA or class rank. Grades for such courses will be recorded as "Pass" (P) or "Fail" (F).

To the extent possible, students who transfer into a Franklin County high school in the middle of an academic year or semester will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings at the receiving Franklin County school, a student is unable to enroll in a course that is similar to one in which he/she had been enrolled, the student will be given the opportunity to enroll in an alternate course that will not result in the denial of credit to the extent practical. For example, if the student can "catch up" in the class or perform adequately without having completed the first part of the class, the student may earn credit in an alternative course.

Determinations of credit for transfer students will be based on a review of individual circumstances. The Board does not guarantee course credit if a student is unable to complete a course due to a transfer.

**Legal References:** G.S. 115C-47, G.S. 115C-288(a)

**Adopted:** 11/08/99

**Revised:** 12.14.09

## High School Course Credit

From Policy Code: 4400

In order to obtain credit in a course, a student must be in attendance for a minimum of 80 days out of a possible 90 days for semester courses and 160 days out of a possible 180 days for year long courses. Transfer students may miss no more than 12% of the remaining semester. A student must be in attendance at least one-half of a class period to be counted present for that class.

A student who does not receive credit for a course may attend a course recovery program (i.e. Novanet, NCPS), with prior approval of the principal, for each course in order to receive credit. If the student does not satisfactorily complete recovery for each failed course, no credit will be given, and a grade of "F" will be recorded as the final grade for the course.

Any student who attends fewer than 80 days in a semester course will not receive credit for the course; however, the student may appeal to the principal/designee to be allowed to obtain credit for the course. Such appeal must be supported by proper documentation for extended illness or other compelling reasons.

### Summer School/Course Retrieval Opportunities

Students experiencing academic difficulties should seek immediate attention. Students and parents should be active in requesting additional assistance at school. Parents should monitor their student's progress to ensure they do not fall behind. Parent, student and teacher form a triangle for success in school.

The Franklin County School System offers a course recovery program for its students that are a continuation of their courses through an on-line computer program, NovaNet. Each high school has capabilities to offer this additional assistance to students both during the regular school sessions (after school) and during a summer day program. Work done in the summer program is prorated with the final grade earned during the regular session. A priority system of service is utilized, not a first come, first served. In addition, students should be serious about their school work and opportunities. Students failing courses should see their counselor immediately concerning these opportunities. Students participating will sign a contract that includes rigid regulations, guidelines, and attendance expectations.

**Note: Not all courses are available through NovaNet. See your guidance counselor or CEC website for complete listings.**

A student may opt to attend summer school outside of the Franklin County School System only if that program is offered by another public school system in North Carolina.

The students are responsible for all fees and for ensuring final grades are mailed to their high school from the summer school attended. The summer school grade will count 75% of the final grade earned at the student's school. Due to the 50/50 final grade, it is not recommended a student with an average below 60 attend summer school.

## **Student Evaluation, Progression and Placement**

### **PURPOSE**

The Franklin County Board of Education believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. The goal of the Board is that all students achieve at or above grade or proficiency level, defined as at or above performance Level III on end-of-grade or end-of-course tests. Students achieving at this level are characterized as those who "...consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level." To the extent reasonably possible, students should be given as much time or as little time needed to be proficient at a particular level of study. Furthermore, the Board will implement the student accountability standards as adopted by the State Board of Education and others reflected in this policy.

### **STANDARDS FOR EVALUATION AND PROGRESSION**

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the Board. The Board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the guidance counselor about the student's performance and progress; and provides a system of notice which allows intervention strategies to be implemented if necessary to improve the student's performance. The Board encourages teachers and principals to pursue innovative methods of evaluating progress.

An evaluation system will be established for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education.

Teachers will be responsible for evaluating student performance and keeping accurate records in order to substantiate a grade or assessment given in a course.

This policy establishes standards and a process for determining a student's readiness to progress to the next level of study by providing multiple criteria for assessing the student's readiness, including, but not limited to, standardized tests, grades, a portfolio or anthology of the student's work, and when appropriate, consideration of accepted standards for assessing developmental growth. The principals will ensure that the standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. In addition, the principal will ensure the state student accountability standards referred to as gateways are adhered to as mandated by the State Board of Education as well as the local standards. The principal of the school has the ultimate responsibility for evaluations and placement decisions of all students in accordance with P.L. 94-142, state regulations, and Board policies.

### **HIGH SCHOOL ACCOUNTABILITY STANDARDS**

**GATEWAY 4:** The Board recognizes the importance of setting rigorous graduation requirements in order to help ensure that students are receiving an education that will prepare them to be productive members of society. In order to receive a high school diploma from Franklin County Schools, students will be required to meet the minimum requirements of the state examinations, successfully complete all course requirements mandated by the State Board of Education, and meet all graduation requirements of the local Board.

- 1. Meet State and Local Graduation Requirements State Requirements** (See pages 4-5 of this guide.)
- 2. Take all appropriate End-of-Course exams**

End-of-Course exam results shall be used as a part of each student's permanent records and high school transcript.

End-of-course tests shall be given with a time period prescribed by North Carolina Department of Public Instruction. Each end-of-course exam is to count 25% of the final grade earned in a course (except English II).

Students enrolled for credit in courses where end-of-course exams are mandated shall take the appropriate end-of-course exams. These include high school level courses offered in middle school.

Students shall take the appropriate end-of-course exam the first time the course is taken for credit even if the course is an honors or Advanced Placement Course.

Students shall take the appropriate end-of-course exam at the end of the course regardless of the grade level in which the course is offered.

Students identified as failing a course for which an end-of-course exam is mandated shall take the appropriate end-of-course exam.

Students may be allowed to drop a course with an end-of-course exam within the first 10 days of a block schedule and within the first 20 days of a traditional schedule. Students with disabilities who are enrolled in a high school course for which an end-of-course exam is mandated must participate in the end-of-course exam. For students entering high school for the first time as a ninth grader in 2006-2007 or later, he or she must pass five essential end-of-course tests to receive a diploma. They are: Algebra I (unless exempted by their Individualized Education Program), Biology, Civics and Economics, English I, U.S. History.

### 3. All tenth grade students must take the 10<sup>th</sup> grade state writing assessment.

#### Additional Guidelines

Students are to take a full class load - four classes under the block schedule - each semester. There are to be no exceptions unless approved by the principal.

To be part of Franklin County Schools' ADM, a student must be enrolled in at least two classes.

A final exam will be taken in each course by students.

#### EXAM EXEMPTION POLICY

Students who meet the following grade and attendance criteria will receive exemptions from non-EOC and non-VOCAT examinations:

| Final Grade Average | Attendance                                    |
|---------------------|---|
| 70-76               | Absent one day or less for the entire term    |
| 77-84               | Absent two days or less for the entire term   |
| 85-92               | Absent three days or less for the entire term |
| 93-100              | Absent four days or less for the entire term  |

Please note:

- A student who meets the criteria listed above will be given the option to take his/her final exam.
- Absences regardless of reason(s) apply to this policy.
- The exam exemption policy does not include courses which have an End-of-Course or Vocational exam. Students are required to take all exams provided by the State of North Carolina.
- For purposes of this policy, any combination of three tardies and/or early dismissals constitutes an absence.

No auditing of any courses is permitted - courses are taken for credit purposes with earned grades.

Classification of students will be as follows based on total number of courses passed without regard to particular course titles: Sophomore 6, Junior 12, Senior 20 (effective after Spring Semester 1999).

English composition will be offered as a required prerequisite for English II and must be passed prior to entering English II.

A student may take two English courses in the same year if one of them has previously been failed. Only a senior may take two English courses for first time credit.

No student may drop a subject after the 10 school days except in a hardship situation. Any exception must meet the approval of the principal, guidance counselor, teacher involved, and the parent of the student and with further approval by the Superintendent or his designee. Students dropping a course after day 10 will receive WF (Withdraw Failing) to be recorded on their transcripts. Students will not be allowed to start a new class after such period of time. The principal will determine where to place the student during the dropped class period. Whenever appropriate, the student should stay in the class dropped in an effort to gain as much information as possible on the subject.

Attendance in a course must be in accordance with Policy Code 4400, High School (9-12) Course Credit.

## GRADUATION

Students who meet all requirements for graduation will receive diplomas.

Students who earn all credits necessary to graduate but who do not pass the North Carolina computer skills test will exit high school with a certificate rather than a diploma. Students who graduate with a certificate may return to re-take the competency tests in order to earn their diploma.

In addition, any student with an active IEP should have course work and satisfactory completion criteria determined in light of his/her handicapping condition(s) and the particular goals and objectives listed in the IEP. This is in keeping with the Attorney General's Office ruling that states that the Individual Education Team and not the principal has the authority to place a student with special needs. The principal, however, may be a member of this Team. Students whose IEP's warrant could be exempt from high school promotion standards. The new North Carolina Competency Test must be passed for the issuance of a diploma.

Limited English proficient students shall meet the same standards as all students for high school graduation. The school district shall provide focused intervention for these students until they have met statewide promotion standards and high school graduation requirements (up to age 21). This intervention shall involve extended, supplemental instructional opportunities which include assistance in the development of English language proficiency. These students shall have personalized education plans with the following components: diagnostic evaluation, intervention strategies, and monitoring strategies.

The North Carolina standardized high school transcript certifies a level of proficiency in high school courses through both grades and test scores. Test scores should be recorded on the standardized transcript. In order to inform parents and students of student progress, beginning with the 1995-96 school year, the transcript shall be issued to students at the end of each year.

When a student anticipates early graduation prior to the end of the fourth academic year of high school, the parent of the student or the student (if eligible) must at the beginning of the fourth year of high school notify the principal in writing that the student anticipates graduation at the end of that academic semester. Upon receiving a notice of intent for early graduation, the principal shall consult the appropriate guidance counselor and teachers concerning the academic standing and maturity of the student and following such consultation shall make known to the parent or eligible student his opinion of the student's intention to graduate early.

Any exception to the above requirements because of hardship cases may be made only by the Franklin County Board of Education.

When a student has met the requirements for early graduation the student shall be granted a diploma from the school in which the student is enrolled.

## Athletics and Extracurricular Activities

The Board recognizes the value of interscholastic athletics and extracurricular activities in promoting leadership and team skills, practicing democratic principles, and encouraging the lifelong learning process. Students are encouraged to actively participate in opportunities available at the school, including interscholastic athletics and student organizations. All activities are open to all students attending that school unless a restriction is justified and has been approved by the principal.

The principal will ensure that students and parents are notified of the various opportunities for participation in extracurricular activities. The principal will establish any rules necessary for school and student-sponsored activities.

Participation in extracurricular activities, including student organizations and interscholastic athletics, shall be reserved for students who are enrolled in Franklin County Schools on a full-time basis, are in good academic standing, and meet behavior expectations of the Board and the school. Participation in extracurricular activities may be restricted if a student (1) is not learning at grade level as provided in Board policy 3420, Student Evaluation, Progression and Placement; (2) has exceeded the number of absences allowed by Board policy 4400, Attendance; (3) has violated the code of student conduct in the Board policies found in the 4300 series; or (4) has violated school rules for conduct. Any school choosing to exercise its authority to restrict participation based upon any of the reasons provided in this paragraph will provide this policy and any additional rules developed by the Superintendent or the principal to all parents or guardians and students. The grievance procedure, provided in policy 1740, Student and Parent Grievance Procedure, may be utilized by parents or students who believe a student has been aggrieved by a decision made pursuant to this policy.

### Goals of athletics and extracurricular activities:

- to provide activities which teach the values of cooperation as well as the spirit of competition;
- to offer opportunities which enhance self-concept and optimum development as an individual;
- to provide opportunities that develop pride, and interest in, and appreciation for the school;

- to provide opportunities for individuals to develop physically, mentally, emotionally, and socially;
- to teach self-discipline and good sportsmanship through competition;
- to provide an incentive for students to attend school regularly and to earn passing grades; and
- to teach sound health habits and safety techniques in all sports and extracurricular activities.

### **Athletics, Grades 7-12**

The athletic program is a valuable asset to the total education process. Different programs with different emphases are necessary and appropriate for different age groups.

In order to be eligible for practice or participation in interscholastic athletics, a student must receive a medical exam every 365 days by a duly licensed physician, nurse practitioner, or physician's assistant. In addition, all students participating in interscholastic athletics must be adequately covered by accident insurance. Documentation of a student's insurance, parental permission form, and medical certificate must be on file in the principal's office before the student may participate in practice or competition. The physical form required can be downloaded by clicking [here](#).

Evidence of legal birth date must be established by a copy of the birth certificate or from one of the following sources: a record from the State Bureau of Vital Statistics, Raleigh; a record from the County Register of Deeds' office; an infant baptismal record; a recording from the attending doctor's registry or cashbook, if specific; a news item at the time of birth from the local daily or weekly paper; or an official register sheet from the first grade.

The athletic programs offered by Franklin County Schools shall meet the needs and interests of the students, taking into consideration budgetary limitations, available supervision, and existing school facilities and equipment.

Generally, no person shall be excluded from membership or participation in any interscholastic activity on the basis of sex; however, in accordance with Title IX of the Education Amendments of 1972, the following exceptions are permitted:

1. Contact sports - if the sport or athletic activity involves bodily contact as a major part of the activities, teams may be limited to members of one sex; and
2. Competitive sports - if selection for a team is based on competitive skill, separate teams may be provided for boys and girls. If separate teams are not offered, boys and girls shall be given equal opportunity to try out for the team which is sponsored by the school.

Each coach of a team or squad is responsible for the control and supervision of the members of the team. The school principal or designee shall attend and shall be responsible for the supervision of all athletic games or contests with particular emphasis on the supervision of football, soccer, basketball, and any sporting activity attended by large numbers of spectators.

In addition to Board policies, administrative regulations, and local school rules, interscholastic athletics at the high school level are also subject to the rules and regulations established by the North Carolina Department of Public Instruction and the North Carolina High School Athletic Association.

### **Transportation**

Transportation shall be provided for students participating in athletics and after school activities to a limited extent. The principal annually shall determine a plan for the most efficient use of the activity vehicles and the safety and convenience of the students transported. For events held away from the home school site and when circumstances require individual students or teams to practice immediately after the school day at a site away from the home school, the requirements set forth in Board policy 3320, School Trips, shall be followed.

### **Athletic Recruiting Prohibited**

No employee of Franklin County Schools shall (1) encourage a student to seek transfer from another school or school district for athletic purposes or (2) otherwise engage directly or indirectly in recruiting practices that would result in such transfer requests. Any employee of Franklin County Schools who exercises influence to cause a pupil to transfer from another school or school district for athletic purposes shall be considered in violation of this policy and shall be subject to whatever disciplinary action the Board deems appropriate, upon recommendation of the Superintendent, within the limits of state law.

### **Residence - for the Purpose of Determining Athletic Eligibility**

The residence of a student shall be presumed to be that of his or her living parent(s) or legal guardian(s). If a student's parents are divorced or legally separated, residence shall be presumed to be that of the parent granted custody by court order or by a legal separation agreement. The residence of a student 18 years of age or older shall also be presumed to be that of his or her living parent(s) or legal guardian(s).

A student granted reassignment in accordance with state regulations and Board policy shall be eligible for interscholastic athletics at the school to which the student is assigned.

### **Consumption of tobacco, alcohol, and non-prescription drugs by athletes**

Franklin County Schools believes the use of tobacco, alcohol, and/or non-prescription drugs is detrimental to an athlete's performance. Also, the community follows the progress of young athletes closely, and any deviation from adherence to accepted standards of behavior gives the community a negative view of the school, the students, the athletic programs, and the student-athletes. *The use of tobacco alcohol, and/or non -prescription drugs is not an accepted standard of behavior for any student*, whether athlete or not; therefore, the following rules and consequences have been developed to deal with the use of tobacco, alcohol, and/or non-prescription drugs by athletes:

#### 1. The use of tobacco products

The use of tobacco products is prohibited. Coaches, at their own discretion, will handle the situation(s) as they arise.

#### 2. Use of alcoholic beverages

The possession and/or consumption of alcoholic beverages is prohibited at any time, not just when school is in session or during the season of an athlete's sport.

**Penalty – 1st offense:** student-athlete is ineligible for athletics for the rest of the current semester plus the next semester and must enroll in and validate completion of a substance abuse counseling program.

**Penalty - 2nd offense:** student-athlete is ineligible for athletics for the remainder of her/her high school career.

#### 3. Consumption of non-prescription drugs

Consumption, injection, and/or possession of any non-prescription chemical substance, or the inhalation of plant derivatives for the purpose of mood modification is prohibited at any time, not just when school is in session or during the season of an athlete's sport.

**Penalty - 1st offense:** student-athlete is ineligible for athletics for the rest of the current semester plus the next semester, and must enroll in and validate completion of a substance abuse counseling program.

**Penalty - 2nd offense:** student-athlete is ineligible for athletics for the remainder of her/her high school career.

#### 4. Crime and Violence

The community follows the progress of young athletes closely. Any deviation from adherence to accepted standards of behavior gives the community a negative view of the school, the students, the athletic programs and student athletes. Criminal and/or violent behavior is not an accepted standard of behavior for any student, whether athlete or not; therefore, the following list of offenses and related consequences has been developed to deal with incidents of crime or violence committed by athletes:

|  |   |
|--|---|
| 1. Assault resulting in serious injury                             | 10. Possession of a weapon other than firearms or powerful explosives |
| 2. Assault involving the use of a weapon                           | 11. Rape  |
| 3. Assault on school personnel (not resulting in serious injury)   | 12. Robbery with a dangerous weapon                                   |
| 4. Bomb threat   | 13. Theft or robbery without a dangerous weapon                       |
| 5. Starting a fire on campus (e.g., setting fire to a trash can)   | 14. Sexual assault (not involving rape or sexual offense)             |
| 6. Death by other than natural causes                              | 15. Sexual offense  |
| 7. Kidnapping  | 16. Taking indecent liberties with a minor                            |
| 8. Possession of controlled substance in violation of law          | 17. Any other felony  |
| 9. Possession of firearm or powerful explosive in violation of law |   |

**Penalty - on arrest:** Any student who is charged or arrested for one of the above listed offenses is to be removed from athletic teams immediately.

**Penalty - without court conviction:** The student athlete is ineligible for the rest of the current semester plus the next semester.

**Penalty - with court conviction:** The student athlete is ineligible for athletics for the remainder of her/her high school career.

*This policy does not supersede the NCHSAA Felony Policy.*

### **Profanity**

The Board holds high expectations for proper behavior by both students and staff. The use of profanity or inappropriate language will not be tolerated during practice, athletic competitions, or any extracurricular activity. Use of profanity by students will be dealt with in accordance to the Franklin County Schools' Student Code of Conduct. Use of profanity by coaches or other staff members will be dealt with by the administration and may include removal from a coaching position.

### **Discipline**

Any athlete assigned to in-school suspension or out-of-school suspension during the season is ineligible to participate in athletic games or practice until the day following the completion of the assigned punishment. All suspended students, including athletes, are prohibited from being on campus during extra-curricular activities.

### **State Rules and Regulations**

The above rules and regulations are not meant to replace or supersede the eligibility requirements for athletics established by the State Board of Education and the North Carolina High School Athletic Association.

### **Inclement Weather**

When school has been dismissed due to inclement weather conditions, all athletic events and all other extracurricular activities are cancelled for that day.

**Legal References:** GS. 11 5C-36 **Adopted:** 10/11/99 **Revised:** 06/10/03

## **NCHSAA and NCAA Eligibility Requirements**

### **NCHSAA ELIGIBILITY REQUIREMENTS**

To participate in high school athletics, a student must have passed a minimum load of work during the preceding semester to be eligible at any time during the present semester. A minimum load is defined as three courses on a block schedule. A senior must take a minimum load of two classes during the spring semester to be eligible to participate in spring sports.

### **COLLEGE LEVEL ATHLETIC ELIGIBILITY**

#### **NCAA FRESHMAN-ELIGIBILITY STANDARDS**

##### **Core Courses**

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008.
- **NCAA Division II requires 14 core courses.** Please note, Division II will require 16 core courses beginning August 1, 2013.

##### **Test Scores**

- **Division I** has a sliding scale for test score and grade-point average.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

**Grade-Point Average**

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
- **Division I** grade-point-average requirements are on a sliding scale for test score and grade-point average.
- **The Division II** grade-point-average requirement is a minimum of 2.000.

For more information, visit [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

## Career and Technical Education

### Agricultural Education

**68312 Agricultural Mechanics I**

This course provides instruction to develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction related to plumbing, concrete, and carpentry, basic welding, and leadership development.

**CREDIT:** 1

**TYPE:** Standard

**68322 Agricultural Mechanics II**

Students will be required to use metal working equipment such as the oxyacetylene torch, AC welder, MIG welder, plasma cutter, drill press band saw, and a variety of hand tools. Hands-on experience will provide students with an array of skills that are required in metalworking. The text will provide a source of information that students will be able to use in a shop setting. Metal projects produced in this class may be for student use. The FFA will be offered for students interested in contests and awards.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 68312 - Agricultural Mechanics I;

**68412 Horticulture I**

This course provides instruction in the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced.

**CREDIT:** 1

**TYPE:** Standard

**68422 Horticulture II**

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Landscape Contractor's Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, pave installation and the use/maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Opportunities exist for students to conduct internships or apprenticeships as landscape technicians.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 68412 - Horticulture I;

**6999U Bioprocessing (VGCC)**

BPM 110 serves as an introduction of Biotech in industry. Topics such as Product Quality, Math in the Biotech Lab, and Basic Separation Methods are covered. The course has a strong laboratory component with much 'hands on' laboratory experience. Offered at BHS AND VGCC, BPM110 will be seven (7) contact hours, five (5) credit hours, and will be open to all three high schools (Bunn, Louisburg and Franklinton). VGCC will offer this course on the BHS campus if there is sufficient enrollment.

**COURSE NOTE:** This course is taught at VGCC. Students must provide their own transportation. High school and college credit are awarded upon successful completion.

**CREDIT:** 1

**TYPE:** Standard

## Business

### **62002 Principles of Business**

This is an introductory course covering the principles and concepts that will be the foundation of future study of business and the management of work projects. Topics of study include basic business principles, management concepts, systems thinking and total equality; and the current environment for business in an international marketplace. Communication skills and basic mathematics concepts are reinforced.

**CREDIT:** 1

**TYPE:** Standard

### **62355 Small Business Entrepreneurship**

An accelerated, expanded, and demanding course that introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the in-depth mastery of skills needed to plan, organize, manage and finance a small business. Skills in communication, technical writing, math, research and problem solving are reinforced.

**COURSE NOTE:** Prerequisite: Two credits in the same career pathway.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** Two credits in the same career pathway.

### **63112 Computer Accounting I**

This course is designed to provide an understanding of the basic accounting cycle. The student is prepared to function in an accounting environment having a manual or electronic system. Major areas of study include analyzing and recording business transactions, preparation and interpretation of financial statements, introduction to flow charts, accounting systems, taxes, basic types of business ownership, and accounting/data processing career information.

**CREDIT:** 1

**TYPE:** Standard

### **6411A Microsoft ITA: Word, PowerPoint, and Publisher**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is a supplemental section where students will learn to create, edit, organize, and share a virtual notebook. In the second part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize and share documents as well as create complex documents and publish them. In the third part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize and deliver presentations. In the last part, students will learn to use the basic feature of the newest version of Microsoft Publisher to create, customize, and publish a publication. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. Upon successful completion of this course, student is eligible to test for MS Certification (Word, PowerPoint, Publisher)

**CREDIT:** 1

**TYPE:** Standard

### **6411B Microsoft ITB: Excel and Access**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. Upon successful completion of this course, student is eligible to test for MS Certification (Excel, Access)

**CREDIT:** 1

**TYPE:** Standard

### **64122 Multimedia & Webpage Design**

This revised course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 6411A - Microsoft ITA: Word, PowerPoint, and Publisher;

#### **64155 e-Commerce I**

This is an accelerated, expanded, and demanding course designed to help students master in-depth skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business web site. Communication skills and critical thinking are reinforced through software applications.

**CREDIT:** 1

**TYPE:** Honors

#### **64160 e-Commerce II Honors-Online**

This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business web site. Communication skills and critical thinking are reinforced through software applications.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 64122 - Multimedia & Webpage Design;

#### **64215 Computer Programming I Honors**

This is an accelerated, expanded, and demanding course designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including event driven input, logical decision making and processing, and useful output. Communication, critical thinking, and lifelong learning skills are reinforced through the completion of course activities

**CREDIT:** 1

**TYPE:** Honors

#### **6498W ISM 110 Business Computing I-UNCG iSchool**

Computers are wonderful things. With them we can chat with our friends, look at their vacation pictures, or download our favorite songs or even order pizza, but there are other uses for computers that are much more important to business. Uses like word processing, spreadsheets, graphics, and others (that computers were initially invented to perform) will be covered. Develop your skills and become familiar and productive with the latest computer applications and network functions.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Honors

#### **4999U Law Enforcement (VGCC)**

Dual enrollment, course will be taught at VGCC. This course introduces the components and processes of the criminal justice system, the juvenile justice system, and fundamental law enforcement operations.

**COURSE NOTE:** This course is taught at VGCC. Students must provide their own transportation to VGCC. Students receive high school and college credit upon successful completion.

**CREDIT:** 1

**TYPE:** Standard

#### **4999U2 Law Enforcement 2 (VGCC)**

This course covers the juvenile justice system and the historical, philosophical, and practical dimensions of community policing. It will also cover laws unique to juveniles and discuss aspects of community policing versus traditional policing.

**COURSE NOTE:** Due to the nature of this course, videos containing graphic pictures and adult language may be shown as a part of this class. Students entering this program are cautioned that criminal justice agencies conduct criminal background checks on potential employees prior to employment. Many agencies will not hire applicants who have convictions for offenses other than minor traffic violations. Course is taught at VGCC and student must provide their own transportation. Must take VGCC placement test.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 4999U - Law Enforcement (VGCC);

**61452 Career Management**

This course is designed to prepare students to locate, secure, keep, and change careers. Competencies for this course are based on the National Career Development Guidelines. Strategies include teamwork, technology, problem-solving, decision-making, goal setting, and self-management.

**CREDIT:** 1

**TYPE:** Standard

**62002 Principles of Business**

This is an introductory course covering the principles and concepts that will be the foundation of future study of business and the management of work projects. Topics of study include basic business principles, management concepts, systems thinking and total equality; and the current environment for business in an international marketplace. Communication skills and basic mathematics concepts are reinforced.

**CREDIT:** 1

**TYPE:** Standard

**62355 Small Business Entrepreneurship**

An accelerated, expanded, and demanding course that introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the in-depth mastery of skills needed to plan, organize, manage and finance a small business. Skills in communication, technical writing, math, research and problem solving are reinforced.

**COURSE NOTE:** Prerequisite: Two credits in the same career pathway.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** Two credits in the same career pathway.

**63112 Computer Accounting I**

This course is designed to provide an understanding of the basic accounting cycle. The student is prepared to function in an accounting environment having a manual or electronic system. Major areas of study include analyzing and recording business transactions, preparation and interpretation of financial statements, introduction to flow charts, accounting systems, taxes, basic types of business ownership, and accounting/data processing career information.

**CREDIT:** 1

**TYPE:** Standard

**64122 Multimedia & Webpage Design**

This revised course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 6411A - Microsoft ITA: Word, PowerPoint, and Publisher;

**64160 e-Commerce II Honors-Online**

This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business web site. Communication skills and critical thinking are reinforced through software applications.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 64122 - Multimedia & Webpage Design;

**66452XS Travel, Tourism & Recreation Marketing**

This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development. Skills in mathematics, psychology, geography, and communications are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**CREDIT:** 1

**TYPE:** Standard

**66702 Sports & Entertainment Marketing I**

This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**CREDIT:** 1

**TYPE:** Standard

**66712 Sports & Entertainment Marketing II**

This course is designed for students interested in an advanced study of sports, entertainment and event marketing. Emphasis is placed on the following principles as they apply to the industry: business management, career development options, client relations, ethics, event management, facilities management, legal issues and contracts, promotion and sponsorships. Skills in communications, human relations, mathematics, psychology and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences and competitions provide many opportunities for application of instructional competencies.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 66702 - Sports & Entertainment Marketing I;

**68312 Agricultural Mechanics I**

This course provides instruction to develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction related to plumbing, concrete, and carpentry, basic welding, and leadership development.

**CREDIT:** 1

**TYPE:** Standard

**68322 Agricultural Mechanics II**

Students will be required to use metal working equipment such as the oxyacetylene torch, AC welder, MIG welder, plasma cutter, drill press band saw, and a variety of hand tools. Hands-on experience will provide students with an array of skills that are required in metalworking. The text will provide a source of information that students will be able to use in a shop setting. Metal projects produced in this class may be for student use. The FFA will be offered for students interested in contests and awards.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 68312 - Agricultural Mechanics I;

**68412 Horticulture I**

This course provides instruction in the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced.

**CREDIT:** 1

**TYPE:** Standard

**68422 Horticulture II**

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Landscape Contractor's Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, pave installation and the use/maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Opportunities exist for students to conduct internships or apprenticeships as landscape technicians.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 68412 - Horticulture I;

**6999U Bioprocessing (VGCC)**

BPM 110 serves as an introduction of Biotech in industry. Topics such as Product Quality, Math in the Biotech Lab, and Basic Separation Methods are covered. The course has a strong laboratory component with much 'hands on' laboratory experience. Offered at BHS AND VGCC, BPM110 will be seven (7) contact hours, five (5) credit hours, and will be open to all three high schools (Bunn, Louisburg and Franklinton). VGCC will offer this course on the BHS campus if there is sufficient enrollment.

**COURSE NOTE:** This course is taught at VGCC. Students must provide their own transportation. High school and college credit are awarded upon successful completion.

**CREDIT:** 1

**TYPE:** Standard

### **70352 Apparel Development I**

Designed to develop the basic skills in clothing construction. Students learn to operate the sewing machine and to construct one or more clothing items. Emphasis is given to fabric and pattern selection and construction techniques. Students learn skills needed to purchase and care for their clothes, the design of clothing and home furnishings, and the science of textiles. Job opportunities in the field of clothing and textiles are explored.

**CREDIT:** 1

**TYPE:** Standard

### **70362 Apparel Development II**

This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel product. A real or simulated business apparel enterprise allows an authentic experience to develop a portfolio. Skills in science, math, management, communication, and teamwork are reinforced in this course.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Apparel Development I or Interior Design and Housing I.

### **70452 Foods I Fundamentals**

This course examines the 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. Work-based learning strategies appropriate for this course include field trips, and job shadowing.

**CREDIT:** 1

**TYPE:** Standard

### **70462 Foods II Advanced**

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. A real or simulated in-school food business component allows an authentic experience to develop a portfolio and to enhance FCCLA activities. Skills in science, math, management, and communication are reinforced in this course.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 70452 - Foods I Fundamentals;

### **70552 Housing & Interiors I**

This course examines housing and interior decisions that individuals and families make based on their needs, the environment, and technology. Emphasis is placed on selecting goods and services and creating functional and pleasing living environments based on sound financial decisions and design principles. Skills in mathematics and technology are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, job shadowing, service learning, and school-based enterprises.

**CREDIT:** 1

**TYPE:** Standard

### **70652 Parenting & Child Development**

Students investigate the role and responsibilities of parenting. Topics include prenatal development, meeting the needs of the newborn, and problems unique to teenage parents. Students study the early childhood years and the ways children develop emotionally, socially, physically, and intellectually. Curriculum materials concerning the Family Life Policy are available for preview.

**CREDIT:** 1

**TYPE:** Standard

### **70862 Personal Finance**

This course is designed to empower students to take action for the well-being of themselves and others in the family, workplace, and community. Topics include financial management, personal

development, parenting, relationships, career development, and wellness and nutrition. The focus is on skills students need to manage work and family responsibilities within the first five years after high school. Skills in decision making, problem solving, critical thinking, interpersonal relationships, technology, workplace readiness, and communication are reinforced. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**CREDIT:** 1

**TYPE:** Standard

### **7086Q Personal Finance-Online**

This is an online course offered through NCVPS. Personal Finance prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. Assessments include multiple choice/true false questions, discussion assignments, and projects. This course requires completion of the state post assessment formerly known as VoCats. This exam is administered at the school level.

**CREDIT:** 1

**TYPE:** Standard

### **7399UC1S Cosmetology I Spring-Part 2**

Students learn skills in facials, manicures, shampoos, haircuts, hairstyling, and permanent waves. Included in this class: an explanation of factors relating to human anatomy and the necessity of cleanliness and safety. At least 50 percent of the course is allocated for hands-on experience. The course is taught at Vance Granville Community College (Franklin County Campus). Six hours of college credit is earned along with high school credit. Students are required to provide their own transportation to class and to purchase and wear a white uniform and white shoes as dictated by the NC State Board of Cosmetic Arts. Students must also wear name tag indicating "Beginner" or "Advanced" status. Students must follow all high school rules, as well as VGCC rules and State Board Regulations.

**COURSE NOTE:** 4 Units of credit - 2 semesters. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily. Course will be taught during period 3 and 4.

**CREDIT:** 2

**TYPE:** Standard

### **7399UC2F Cosmetology II Fall**

No description available

**COURSE NOTE:** 4 units of credit - 2 semesters. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily.

**CREDIT:** 2

**TYPE:** Standard

**PREREQUISITE:** 7399UC1S - Cosmetology I Spring-Part 2; 7399UCIF - Cosmetology I Fall-Part I;

### **7399UC2S Cosmetology II Spring**

No description available

**COURSE NOTE:** 4 units of credit - 2 semesters. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily.

**CREDIT:** 2

**TYPE:** Standard

**PREREQUISITE:** 7399UC1S - Cosmetology I Spring-Part 2; 7399UCIF - Cosmetology I Fall-Part I;

### **7399UCIF Cosmetology I Fall-Part I**

Students learn skills in facials, manicures, shampoos, haircuts, hairstyling, and permanent waves. Included in this class: an explanation of factors relating to human anatomy and the necessity of cleanliness and safety. At least 50 percent of the course is allocated for hands-on experience. The course is taught at Vance Granville Community College (Franklin County Campus). Six hours of college credit is earned along with high school credit. Students are required to provide their own transportation to class and to purchase and wear a white uniform and white shoes as dictated by the NC State Board of Cosmetic Arts. Students must also wear name tag indicating "Beginner" or "Advanced" status. Students must follow all high school rules, as well as VGCC rules and State Board Regulations.

**COURSE NOTE:** 4 units of credit - 2 semesters. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily. Course will be taught during 3 and 4 period.

**CREDIT:** 2

**TYPE:** Standard

### **77212 Carpentry I**

This course provides a basic introduction to construction work and the technical aspects of carpentry. Topics include safety, measurement, and the identification, selection and use of tools, equipment, lumber, materials, and fasteners. Basic skills, leadership, career development, thinking and reasoning skills, mathematics, and principles of technology are reinforced. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide opportunities to enhance classroom instruction and career

development.

**CREDIT:** 1

**TYPE:** Standard

### **77222 Carpentry II**

This course covers in depth advanced technical aspects of carpentry with emphasis on development of skills introduced in Level I. Topics include plans, framing, fittings, foundations, wall sheathing, insulation vapor barriers, gypsum board, and underlayment. Skills in measurement, leadership, safety, mathematics, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Carpentry I; Geometry recommended.

### **77512 Air Conditioning / Refrigeration I**

An introduction to the installation, adjustment and repair of heating, ventilation and air conditioning (HVAC) systems. Included are basic employability skills, terminology, materials, supplies, and the nature and safe use of tools and equipment, including information on health regulations and all installation codes related to HVAC systems. Fifty percent or more of class time is devoted to hands-on experience.

**CREDIT:** 1

**TYPE:** Standard

### **77522F Air Conditioning / Refrigeration II (Fall)**

Advanced instruction, including electrical, mechanical refrigeration system designs, importance of specifications, and the use of reference manuals in the installation and service of heating, ventilation, and air conditioning (HVAC) systems. Seventy-five percent of time is devoted to hands-on experience.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 77512 - Air Conditioning / Refrigeration I;

### **77522S Air Conditioning / Refrigeration II (Spring)**

Advanced instruction, including electrical, mechanical refrigeration system designs, importance of specifications, and the use of reference manuals in the installation and service of heating, ventilation, and air conditioning (HVAC) systems. Seventy-five percent of time is devoted to hands-on experience.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 77512 - Air Conditioning / Refrigeration I;

### **79212 Drafting I**

Introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the area of architecture, manufacturing, engineering, science, mathematics, and others. Topics include problem-solving strategies, classical representation methods such as sketching, and geometric construction techniques as well as CAD, orthographic projection, and oblique and isometric drawings. Skills in communication, math, science, leadership, and problem solving are reinforced.

**CREDIT:** 1

**TYPE:** Standard

### **79622 Drafting II - Architectural**

Focused on the principles, concepts and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and visual design concepts are reinforced. Work-based learning strategies appropriate for this course are apprenticeship and cooperative education. Hands-on work experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 79212 - Drafting I;

### **79632 Drafting III - Architectural**

This course introduces the students to advanced engineering concepts using CAD tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. Science and mathematics concepts are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship,

internships and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**COURSE NOTE:** Recommended: Geometry

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 79622 - Drafting II - Architectural;

### **80112 Principles of Technology I**

Provides the student with an understanding of the principles and concepts of technology and the mathematics associated with them through hands-on experimentation. Technical instruction on force, work, rate, resistance, energy and power provides students with an understanding of essential concepts found in science and technology. Abstract concepts and models are stressed through student experimentation and observation. This course is especially designed for students planning technical, engineering, or science-related careers.

**COURSE NOTE:** Recommended: Algebra I.

**CREDIT:** 1

**TYPE:** Standard

### **8999U1 Welding I (VGCC)**

Instruction includes blueprint reading, cutting processes, and oxyfuel welding. Students learn to interpret blueprints, to oxy-fuel and plasma-arc cut metals, to oxy-fuel weld fillets and grooves on plate and pipe in various positions. Students are required to wear safety equipment.

**COURSE NOTE:** One semester, two units of credit. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily.

**CREDIT:** 2

**TYPE:** Standard

### **8999U2 Welding II (VGCC)**

This course expands the skills, concepts, and knowledge obtained in Welding I.

**COURSE NOTE:** One semester, two units of credit. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily.

**CREDIT:** 2

**TYPE:** Standard

**PREREQUISITE:** 8999U1 - Welding I (VGCC);

## **Family and Other Consumer Sciences**

### **70352 Apparel Development I**

Designed to develop the basic skills in clothing construction. Students learn to operate the sewing machine and to construct one or more clothing items. Emphasis is given to fabric and pattern selection and construction techniques. Students learn skills needed to purchase and care for their clothes, the design of clothing and home furnishings, and the science of textiles. Job opportunities in the field of clothing and textiles are explored.

**CREDIT:** 1

**TYPE:** Standard

### **70362 Apparel Development II**

This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel product. A real or simulated business apparel enterprise allows an authentic experience to develop a portfolio. Skills in science, math, management, communication, and teamwork are reinforced in this course.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Apparel Development I or Interior Design and Housing I.

### **70452 Foods I Fundamentals**

This course examines the 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. Work-based learning strategies appropriate for this course include field trips, and job shadowing.

**CREDIT:** 1

**TYPE:** Standard

**70462 Foods II Advanced**

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. A real or simulated in-school food business component allows an authentic experience to develop a portfolio and to enhance FCCLA activities. Skills in science, math, management, and communication are reinforced in this course.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 70452 - Foods I Fundamentals;

**70552 Housing & Interiors I**

This course examines housing and interior decisions that individuals and families make based on their needs, the environment, and technology. Emphasis is placed on selecting goods and services and creating functional and pleasing living environments based on sound financial decisions and design principles. Skills in mathematics and technology are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, job shadowing, service learning, and school-based enterprises.

**CREDIT:** 1

**TYPE:** Standard

**70652 Parenting & Child Development**

Students investigate the role and responsibilities of parenting. Topics include prenatal development, meeting the needs of the newborn, and problems unique to teenage parents. Students study the early childhood years and the ways children develop emotionally, socially, physically, and intellectually. Curriculum materials concerning the Family Life Policy are available for preview.

**CREDIT:** 1

**TYPE:** Standard

**70862 Personal Finance**

This course is designed to empower students to take action for the well-being of themselves and others in the family, workplace, and community. Topics include financial management, personal development, parenting, relationships, career development, and wellness and nutrition. The focus is on skills students need to manage work and family responsibilities within the first five years after high school. Skills in decision making, problem solving, critical thinking, interpersonal relationships, technology, workplace readiness, and communication are reinforced. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**CREDIT:** 1

**TYPE:** Standard

**7399UC1S Cosmetology I Spring-Part 2**

Students learn skills in facials, manicures, shampoos, haircuts, hairstyling, and permanent waves. Included in this class: an explanation of factors relating to human anatomy and the necessity of cleanliness and safety. At least 50 percent of the course is allocated for hands-on experience. The course is taught at Vance Granville Community College (Franklin County Campus). Six hours of college credit is earned along with high school credit. Students are required to provide their own transportation to class and to purchase and wear a white uniform and white shoes as dictated by the NC State Board of Cosmetic Arts. Students must also wear name tag indicating "Beginner" or "Advanced" status. Students must follow all high school rules, as well as VGCC rules and State Board Regulations.

**COURSE NOTE:** 4 Units of credit - 2 semesters. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily. Course will be taught during period 3 and 4.

**CREDIT:** 2

**TYPE:** Standard

**7399UC2F Cosmetology II Fall**

No description available

**COURSE NOTE:** 4 units of credit - 2 semesters. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily.

**CREDIT:** 2

**TYPE:** Standard

**PREREQUISITE:** 7399UC1S - Cosmetology I Spring-Part 2; 7399UCIF - Cosmetology I Fall-Part I;

**7399UC2S Cosmetology II Spring**

No description available

**COURSE NOTE:** 4 units of credit - 2 semesters. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily.

**CREDIT:** 2

**TYPE:** Standard

**PREREQUISITE:** 7399UC1S - Cosmetology I Spring-Part 2; 7399UCIF - Cosmetology I Fall-Part I;

### **7399UCIF Cosmetology I Fall-Part I**

Students learn skills in facials, manicures, shampoos, haircuts, hairstyling, and permanent waves. Included in this class: an explanation of factors relating to human anatomy and the necessity of cleanliness and safety. At least 50 percent of the course is allocated for hands-on experience. The course is taught at Vance Granville Community College (Franklin County Campus). Six hours of college credit is earned along with high school credit. Students are required to provide their own transportation to class and to purchase and wear a white uniform and white shoes as dictated by the NC State Board of Cosmetic Arts. Students must also wear name tag indicating "Beginner" or "Advanced" status. Students must follow all high school rules, as well as VGCC rules and State Board Regulations.

**COURSE NOTE:** 4 units of credit - 2 semesters. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily. Course will be taught during 3 and 4 period.

**CREDIT:** 2

**TYPE:** Standard

## **Marketing Education**

### **66452XS Travel, Tourism & Recreation Marketing**

This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development. Skills in mathematics, psychology, geography, and communications are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**CREDIT:** 1

**TYPE:** Standard

### **66702 Sports & Entertainment Marketing I**

This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations: concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**CREDIT:** 1

**TYPE:** Standard

### **66712 Sports & Entertainment Marketing II**

This course is designed for students interested in an advanced study of sports, entertainment and event marketing. Emphasis is placed on the following principles as they apply to the industry: business management, career development options, client relations, ethics, event management, facilities management, legal issues and contracts, promotion and sponsorships. Skills in communications, human relations, mathematics, psychology and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences and competitions provide many opportunities for application of instructional competencies.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 66702 - Sports & Entertainment Marketing I;

## **Trade and Industrial Education**

### **4999U Law Enforcement (VGCC)**

Dual enrollment, course will be taught at VGCC. This course introduces the components and processes of the criminal justice system, the juvenile justice system, and fundamental law enforcement operations.

**COURSE NOTE:** This course is taught at VGCC. Students must provide their own transportation to VGCC. Students receive high school and college credit upon successful completion.

**CREDIT:** 1

**TYPE:** Standard

**4999U2 Law Enforcement 2 (VGCC)**

This course covers the juvenile justice system and the historical, philosophical, and practical dimensions of community policing. It will also cover laws unique to juveniles and discuss aspects of community policing versus traditional policing.

**COURSE NOTE:** Due to the nature of this course, videos containing graphic pictures and adult language may be shown as a part of this class. Students entering this program are cautioned that criminal justice agencies conduct criminal background checks on potential employees prior to employment. Many agencies will not hire applicants who have convictions for offenses other than minor traffic violations. Course is taught at VGCC and student must provide their own transportation. Must take VGCC placement test.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 4999U - Law Enforcement (VGCC);

**77212 Carpentry I**

This course provides a basic introduction to construction work and the technical aspects of carpentry. Topics include safety, measurement, and the identification, selection and use of tools, equipment, lumber, materials, and fasteners. Basic skills, leadership, career development, thinking and reasoning skills, mathematics, and principles of technology are reinforced. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide opportunities to enhance classroom instruction and career development.

**CREDIT:** 1

**TYPE:** Standard

**77222 Carpentry II**

This course covers in depth advanced technical aspects of carpentry with emphasis on development of skills introduced in Level I. Topics include plans, framing, fittings, foundations, wall sheathing, insulation vapor barriers, gypsum board, and underlayment. Skills in measurement, leadership, safety, mathematics, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Carpentry I; Geometry recommended.

**77512 Air Conditioning / Refrigeration I**

An introduction to the installation, adjustment and repair of heating, ventilation and air conditioning (HVAC) systems. Included are basic employability skills, terminology, materials, supplies, and the nature and safe use of tools and equipment, including information on health regulations and all installation codes related to HVAC systems. Fifty percent or more of class time is devoted to hands-on experience.

**CREDIT:** 1

**TYPE:** Standard

**77522F Air Conditioning / Refrigeration II (Fall)**

Advanced instruction, including electrical, mechanical refrigeration system designs, importance of specifications, and the use of reference manuals in the installation and service of heating, ventilation, and air conditioning (HVAC) systems. Seventy-five percent of time is devoted to hands-on experience.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 77512 - Air Conditioning / Refrigeration I;

**77522S Air Conditioning / Refrigeration II (Spring)**

Advanced instruction, including electrical, mechanical refrigeration system designs, importance of specifications, and the use of reference manuals in the installation and service of heating, ventilation, and air conditioning (HVAC) systems. Seventy-five percent of time is devoted to hands-on experience.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 77512 - Air Conditioning / Refrigeration I;

**77532F Air Cond/Refig III**

No description available

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 77522F - Air Conditioning / Refrigeration II (Fall); 77522S - Air Conditioning / Refrigeration II (Spring);

### **77532S Air Cond/Refig III**

No description available

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 77522F - Air Conditioning / Refrigeration II (Fall); 77522S - Air Conditioning / Refrigeration II (Spring);

### **79212 Drafting I**

Introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the area of architecture, manufacturing, engineering, science, mathematics, and others. Topics include problem-solving strategies, classical representation methods such as sketching, and geometric construction techniques as well as CAD, orthographic projection, and oblique and isometric drawings. Skills in communication, math, science, leadership, and problem solving are reinforced.

**CREDIT:** 1

**TYPE:** Standard

### **79622 Drafting II - Architectural**

Focused on the principles, concepts and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and visual design concepts are reinforced. Work-based learning strategies appropriate for this course are apprenticeship and cooperative education. Hands-on work experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 79212 - Drafting I;

### **79632 Drafting III - Architectural**

This course introduces the students to advanced engineering concepts using CAD tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. Science and mathematics concepts are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship, internships and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**COURSE NOTE:** Recommended: Geometry

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 79622 - Drafting II - Architectural;

### **80112 Principles of Technology I**

Provides the student with an understanding of the principles and concepts of technology and the mathematics associated with them through hands-on experimentation. Technical instruction on force, work, rate, resistance, energy and power provides students with an understanding of essential concepts found in science and technology. Abstract concepts and models are stressed through student experimentation and observation. This course is especially designed for students planning technical, engineering, or science-related careers.

**COURSE NOTE:** Recommended: Algebra I.

**CREDIT:** 1

**TYPE:** Standard

### **8999U1 Welding I (VGCC)**

Instruction includes blueprint reading, cutting processes, and oxyfuel welding. Students learn to interpret blueprints, to oxy-fuel and plasma-arc cut metals, to oxy-fuel weld fillets and groves on plate and pipe in various positions. Students are required to wear safety equipment.

**COURSE NOTE:** One semester, two units of credit. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily.

**CREDIT:** 2

**TYPE:** Standard

### **8999U2 Welding II (VGCC)**

This course expands the skills, concepts, and knowledge obtained in Welding I.

**COURSE NOTE:** One semester, two units of credit. Students must provide their own transportation to and from the VGCC campus in Lousiburg daily.

**CREDIT:** 2

**TYPE:** Standard

**PREREQUISITE:** 8999U1 - Welding I (VGCC);

## English

### **10212 English I**

This course will focus on literature and composition, reinforcing a study of standard grammar usage, mechanics, and vocabulary. In literature, the course includes the short story, the novel, drama, poetry, mythology and non-fiction.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Standard

### **10215 English I Honors**

This course will focus on the study of literature and composition by concentrating on the development of critical thinking and study skills. Emphasis is given to the development of written and oral communication skills with a focus on paragraph and essay writing, creative writing, principles of research and debating, and a comprehensive review of grammar and mechanics. Independent projects, enrichment activities, and reading will be a major part of the course work. This course is designed for those students who are academically gifted, achieving beyond grade level or are motivated to do so.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** A summer reading assignment and test are required.

### **10222 English II**

This course will provide opportunities for students to develop skills in composition and to analyze a variety of literary works. It will focus on poetry, drama, short stories, and novels from world literature.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 10252 - Composition; 10255 - Composition Honors;

### **10225 English II Honors**

This course emphasizes composition, analysis, independent study and research, and specific thinking and vocabulary skills. Focus is also on oral and written communication skills and the building of interpretive and critical reading/thinking skills with emphasis placed on analysis, synthesis, and evaluation of world literature.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** Composition Honors recommended. A summer reading assignment and test are required.

### **10232 English III**

This course will focus on the historical and literary aspects of American literature with emphasis on selections by major American authors. Students will read independently, write papers, and conduct research. Attention is given to students' SAT verbal skills.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 10222 - English II; 10225 - English II Honors;

### **10235 English III Honors**

This course is designed for the academically advanced, highly motivated, gifted and/or talented students. This course will survey the history of American literature to develop analytical and interpretive skills. There will also be a focus on enhancing writing skills and vocabulary development. Independent reading is required. Summer reading assignment and test required.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 10222 - English II; 10225 - English II Honors;

### **10242 English IV**

This course will emphasize the study of the literature of England and the development of the English language. It will include composition study from essays to major research projects as well as vocabulary development.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 10232 - English III; 10235 - English III Honors;

#### **10245 English IV Honors**

This course will concentrate on comprehensive grammar skills, a critical and analytical study of British literature selections, outside reading of novels, and proficiency in composition. It is designed for seniors who possess advanced communication skills.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 10232 - English III; 10235 - English III Honors;

#### **10252 Composition**

This course will emphasize expository writing in preparation for the 10th grade writing test. Students will have experience with narrative, descriptive, and argumentative writing. Grammar, usage, and vocabulary will be included. Students will read world literature selections as a focus to model and analyze in writing.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 10212 - English I; 10215 - English I Honors;

#### **10255 Composition Honors**

This course is designed for the academically advanced, highly motivated, gifted and/or talented student. This course will emphasize the finer points of composition, focusing on expository, descriptive and argumentative writing. A variety of literary works will serve as a resource for writing compositions. Grammar, usage, and vocabulary will be included.

**COURSE NOTE:** Must have passed English I Honors.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** Summer reading and test.

#### **10292 Freshman Seminar**

This literacy course emphasizes the academic and behavioral skills necessary for success in high school, further education, and careers. Secondary school reading and critical thinking skills are the foundation of this transition class. Further topics include career exploration, public speaking, and social skill development.

**CREDIT:** 1

**TYPE:** Standard

#### **10295 Freshman Seminar Honors**

This course focuses on developing and strengthening the foundational skills needed for academic success in high school. Emphasis is placed on critical reading and comprehension skills, vocabulary skills, social skills, and public speaking skills. Critical thinking skills will be developed using a problem-based approach to learning and students will work in groups to present arguments and to engage in discussions. The course also helps students to connect with their peers and school through a variety of class and social activities.

**CREDIT:** 1

**TYPE:** Honors

#### **10312 Yearbook/Journalism I (Fall)**

This course is designed to teach the procedures and concepts involved in producing and creating a yearbook. Students will be asked to participate in all aspects of production, including layout and design, copy writing, photography, advertising, finance, and business.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Teacher recommendation.

#### **1031Q Journalism-Online**

This class is offered online through NCVPS. Journalism students study techniques of journalistic writing, layout, newspaper organization, and American journalistic history. Students also survey the mass media, photography, television, and radio reporting. Journalism I students receive on-the-job training as they assist in reporting, layout, selling, and circulating each edition of the newspaper if applicable to a school setting.

**CREDIT:** 1  
**TYPE:** Standard

### **10322 Yearbook/Journalish II (Spring)**

This course is designed to complete the school yearbook, edit copy, and help produce any other journalism-related documents. Basic journalism skills will be enhanced and practiced.

**CREDIT:** 1  
**TYPE:** Standard  
**PREREQUISITE:** Teacher recommendation.

### **10347 English IV and AP**

This course is a college-level course and is offered for students who will take the AP exam. There will be independent, analytical readings, and critical analysis of important American and British works. Students must be self-motivated, avid, and critical readers who possess superior skills in reading and writing.

**CREDIT:** 1  
**TYPE:** Advanced Placement  
**PREREQUISITE:** 10245 - English IV Honors;

### **9510Q SAT Preparation-Online**

This course is designed for students who desire intensive practice and review of math and verbal skills to improve their SAT scores. Lessons are designed to improve vocabulary, teach test-taking strategies, and give students opportunities to practice actual questions. Nine weeks will be spent on verbal skills and nine weeks will be spent on math skills.

**CREDIT:** 1  
**TYPE:** Standard  
**PREREQUISITE:** Algebra I and Geometry recommended.

## **Fine Arts**

### **51252 Colorguard**

Provides colorguard instruction individually and collectively. Students will participate with the marching band at all football games, paraded, and competitions. Grading is based on participation and required performances.

**COURSE NOTE:** Audition Required  
**CREDIT:** 1  
**TYPE:** Standard  
**PREREQUISITE:** Audition and Instructor Recommendation.

### **52157 AP Music Theory**

This course provides in-depth study of music composition, the structure of music, as well as harmonic and rhythmic dictation. The course will be equivalent to beginning Music Theory courses in college, which would be required for an arts credit, or to major or minor in music. Although prior musical experience is not required, it is very helpful.

**COURSE NOTE:** Those without prior musical experience should consult with the instructor before signing up for this course.  
**CREDIT:** 1  
**TYPE:** Advanced Placement

### **5220Q Music Appreciation-Online**

This course allows students the opportunity to learn about different types of music throughout history and from other cultures. Students will also learn basic music reading skills and will be able to play and perform on various percussion instruments.

**COURSE NOTE:** This course is only available online through NCVPS  
**CREDIT:** 1  
**TYPE:** Standard  
**PREREQUISITE:** Teacher Recommendations.

### **523023 Vocal Music (Fall)**

Many types of contemporary choral music as well as choral music from the major periods of musical history will be prepared for performance by students in this class. Emphasis placed on good

vocal production. Performances are required. Other course objectives include learning the mechanics of music and sight singing as well as gaining a general music appreciation.

**CREDIT:** 1

**TYPE:** Standard

#### **523024 Vocal Music (Spring)**

Many types of contemporary choral music as well as choral music from the major periods of musical history will be prepared for performance by students in this class. Emphasis placed on good vocal production. Performances are required. Other course objectives include learning the mechanics of music and sight singing as well as gaining a general music appreciation.

**CREDIT:** 1

**TYPE:** Standard

#### **525521 Marching Band**

Provides instrumental instruction both individually and collectively. Literature of all styles and periods will be studied. Development of musical techniques such as tone quality, intonation, and style will be continued. Grading is based on required performances.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Instructor recommendation.

#### **52552A Band I**

Provides instrumental instruction both individually and collectively. Literature of all styles and periods will be studied. Development of musical techniques such as tone quality, intonation, and style will be continued. Grading is based on required performances.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Instructor recommendation.

#### **52562 Band II**

Provides instrumental instruction both individually and collectively. Literature of all styles and periods will be studied. Development of musical techniques such as tone quality, intonation, and style will be continued. Grading is based on required performances.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Instructor recommendation.

#### **525621 Concert Band (Fall)**

Provides instrumental instruction both individually and collectively. Literature of all styles and periods will be studied. Development of musical techniques such as tone quality, intonation, and style will be continued. Grading is based on required performances.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Instructor Recommendation.

#### **52572 Band III**

Provides instrumental instruction both individually and collectively. Literature of all styles and periods will be studied. Development of musical techniques such as tone quality, intonation, and style will be continued. Grading is based on required performances.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Instructor Recommendation.

#### **52575 Band III Honors**

Provides instrumental instruction both individually and collectively. Literature of all styles and periods will be studied. Development of musical techniques such as tone quality, intonation, and style will be continued. Grading is based on required performances. Students will be enrolled in the regular Band III course. The Honors Band course allows juniors and seniors who have consistently participated in band to further develop their musical skills by meeting additional requirements such as preparing and auditioning for All-District Band and attending concerts. The honors requirements will be completed as extracurricular projects.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** Instructor Recommendation.

**52582 Band IV**

Provides instrumental instruction both individually and collectively. Literature of all styles and periods will be studied. Development of musical techniques such as tone quality, intonation, and style will be continued. Grading is based on required performances.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Instructor Recommendation.

**52585 Band IV Honors**

Provides instrumental instruction both individually and collectively. Literature of all styles and periods will be studied. Development of musical techniques such as tone quality, intonation, and style will be continued. Grading is based on required performances. Students will be enrolled in the regular Band IV course. The Honors Band course allows juniors and seniors who have consistently participated in band to further develop their musical skills by meeting additional requirements such as preparing and auditioning for All-District Band and attending concerts. The honors requirements will be completed as extracurricular projects.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** Instructor Recommendation.

**52652 Jazz Ensemble (9 - 12)**

No description available

**CREDIT:** 1

**TYPE:** Standard

**54152 Visual Arts I**

This course is a basic introduction to various art media incorporating the study of the design principles. It includes hands-on experience with drawing, painting, printmaking, ceramics, and sculpture. The study of art history is also introduced as it is incorporated with studio projects. A sketchbook with assignments is required.

**CREDIT:** 1

**TYPE:** Standard

**541622 Visual Arts II**

This course is an in depth study of various media with emphasis on creativity and craftsmanship. A review of design elements is involved. Drawing, painting, and ceramic techniques are stressed along with art history. A sketchbook with assignments is required.

**COURSE NOTE:** Required: Participation after school hours

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 54152 - Visual Arts I;

**541722 Visual Arts III**

Heavy emphasis is placed on perfecting and expanding drawing, painting, and sculpture skills. Students are introduced to basic visual design techniques. Students design independent projects which are based on the study of art history and the elements of design. A sketchbook with assignments is required.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 541622 - Visual Arts II;

**54185 Visual Arts V Honors**

Students continue to study materials, techniques, and art history. Students will critique their own works and the works of others using art elements, principles, and creative thinking skills. This course will be an opportunity for students to advance in a specific medium and style.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** Teacher Recommendation.

**541852 Visual Arts IV**

No description available

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 541722 - Visual Arts III;

**5437Q Digital Photography-Online**

This online course through NCVPS explores the techniques and applications of digital photography while utilizing digital-editing software programs to further enhance images. The class will focus heavily on the art foundations of composition, the elements and principles of design, the vocabulary unique to the visual arts, and art history in this advanced level course. This is a studio-based class and students are expected to plan for and produce weekly photographic assignments as well as participate in weekly critiques, presentations, and class meetings. Students will examine the technical aspects of their work and are expected to be able to discuss their work in personal and meaningful ways. Prerequisites Successful completion of Art One; please note - the basic skills learned and practiced in Art One are essential to the success of students enrolled in this course. Required Materials: • A digital camera, ideally with 3 or more megapixel resolution. • A memory storage system for the camera. • The cable (or other delivery system) for transferring the images from the camera to the computer you'll be using to access the course. • A flash or jump drive on which you can save your images OR • A CD-RW drive that will allow you to save images to a CD OR • Space in a file on your school's server. • Access to the use of digital-editing software (there are many free sites online) • Access to Microsoft Powerpoint • Access to Wimba Tools including Pronto AND use of Firefox as browser for correct photo uploading.

**COURSE NOTE:** Students must have completed Art 1 before taking this class.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 54152 - Visual Arts I;

## Foreign Language

**1041Q French I-Online**

This course is available online through NCVPS. Students will develop competencies in speaking, listening, reading, and writing French. French will be experienced through activities such as video, audio, TPRS (Total Physical Response through Storytelling), and multimedia. Culture is stressed through skits and special projects dealing with customs and patterns of behavior appropriate to the target language.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** C in English recommended.

**1042Q French II-Online**

This course is available online through NCVPS. Students will continue to develop competencies in speaking, listening, reading, and writing French with emphasis on oral communication and comprehension. Students will learn to express themselves with more variety, expanding their vocabulary, and using present and past tense verbs. Culture will be experienced through various multimedia activities, including web quests and different projects, weather reports, and advertisements.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** C in French I recommended.

**1043Q French III Honors-Online**

This third year French course is a continuation of the first two years. The student will continue to improve listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the ten instructional units, students build on previous knowledge with additional vocabulary, verb tenses, and grammatical structures appropriate to their level. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Exposure to the culture of France and French-speaking countries can be found throughout the course in order. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

**COURSE NOTE:** This course is taught online

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 1042Q - French II-Online;

**10440 French IV Honors-Online**

This fourth year of French is a continuation of the first three years. The student will continue to sharpen listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the ten instructional units, students learn to express themselves using an ever increasing vocabulary, present-tense verbs, past-tense verbs, future tense, conditional tense, subjunctive mood, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. The course is rich in authentic text reading material and authentic, native-speaker recordings and presentations to enrich culture, grammar and vocabulary presentations. Culture is sprinkled throughout the course in an attempt to help the learner focus on the French speaking world and their culture, people, geographical locations and histories.

**COURSE NOTE:** This is an online course.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 10430 - French III Honors-Online;

**1046Q Mandarin Chinese Language and Culture I-Online**

This class is available online through NCVPS. The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Mandarin Chinese language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century. Conversation Sessions Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Wimba classroom.

**COURSE NOTE:** This class is taught online.

**CREDIT:** 1

**TYPE:** Standard

**1047Q Mandarin Chinese Language and Culture II-Online**

This course is available online through NCVPS. The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Mandarin Chinese language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century. Conversation Sessions Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Wimba classroom.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 1046Q - Mandarin Chinese Language and Culture I-Online;

**10512 Spanish I**

In this course students will actively participate in the four areas of language learning: listening, speaking, reading, and writing, with an emphasis on oral/ aural communication. Through individual and cooperative learning activities, students will practice specific topics as describing everyday items, ordering meals in restaurants, shopping, reading maps, and other common daily activities. Culture capsules provide insights into various societies where Spanish is spoken.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** C in English recommended.

**10522 Spanish II**

Students will build on their knowledge gained in Spanish I, while actively participating in the four areas of language learning with an emphasis on speaking and listening/interpretation skills. Specific topics that the student will master include travel settings such as a hotel and marketplace, talking about health, and describing daily routines and weekend plans. Students will be required to engage in more challenging discussions in Spanish and English as they use their critical-thinking skills to restate and assess both written texts and recorded passages.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 10512 - Spanish I;

**1052Q Spanish II-Online**

This course is available online through NCVPS. Students will build on their knowledge gained in Spanish I, while actively participating in the four areas of language learning with an emphasis on speaking and listening/interpretation skills. Specific topics that the student will master include travel settings such as a hotel and marketplace, talking about health, and describing daily routines and weekend plans. Students will be required to engage in more challenging discussions in Spanish and English as they use their critical-thinking skills to restate and assess both written texts and recorded passages.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Standard

**10535 Spanish III Honors**

The students will delve further into the language, expanding grammar and exploring original selections of poetry, theater, and travel of Spain and Latin America. Oral communication is stressed and literacy is increased as the student begins to analyze text. Cultural issues are viewed through different contexts such as the press, media, memoir, and fiction.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 10522 - Spanish II;

**10530 Spanish III Honors-Online**

Spanish III Honors is a continuation of the first two years. This course sharpens listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the 10 instructional units, students learn to express themselves using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is integrated throughout the course to help the learner focus on the Spanish-speaking world, its cultures, people, geographical locations and histories.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 1052Q - Spanish II-Online;

**10545 Spanish IV Honors**

Students learn communicative strategies and tools to negotiate such real-life situations as extending invitations, job interviews, and expressing opinions. Students will be introduced to the major authors of Spain and Latin America through guided readings and excerpts in the target language. The student will practice complex grammatical structures and writing skills in a variety of genres. Fluency in speaking and listening will continue to be a focus.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 10535 - Spanish III Honors;

**10540 Spanish IV Honors-Online**

Spanish IV Honors is a continuation of the first three years. Students will continue to sharpen listening, speaking, reading, and writing skills. Throughout the 10 instructional units, students learn to express themselves using increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in interesting ways with a variety of learning styles in mind. Culture is integrated throughout the course to help learners focus on the Spanish speaking world, its cultures, people, geographical locations, and histories.

**COURSE NOTE:** Online course

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 10530 - Spanish III Honors-Online;

**1060Q German I-Online**

This class is available online through NCVPS. This first year course introduces students to the German language and culture. The emphasis in the course is on communication and the teaching method is student-centered.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Standard

**1061Q German II-Online**

The prerequisite for this class is German I or an equivalent. German II students build on what they have learned in German I. We are continuing the story of Thomas, the American exchange student, who has to solve a mystery involving his German girlfriend, Anita. Based on the National Standards for Foreign Language Learning, the objectives for our German II course are:

Communication: Students engage in conversations about topics such as Typical German - Typical American?, Giving Directions, Birthday, Shopping. They present information on different topics.

Cultures: Students gain an understanding of different German cultural practices and products, for example: Polite Forms, Meals, Public Transportation, Money (Euro), Computers and the German phone system. Connections: Students learn about different aspects of German culture which connect to other disciplines, such as history, math and geography. Comparisons: Students learn about language in general and about the concept of culture by comparing German language and culture to their own. Communities: Students use German beyond the school setting by working with the information from selected German websites.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 1060Q - German I-Online;

### **10620 German III Honors-Online**

The prerequisites for this class are German II. German III students will use the skills they acquired in German I and II to work with a variety of authentic German texts: poems, newspaper articles, legends and fairy tales, songs and a novel. Based on the National Standards for Foreign Language Learning, the objectives for our German III course are: Communication: Students engage in conversations about topics such as leisure time activities. They present and exchange information about themselves; express their feelings and reactions to themes expressed in some of the texts and exchange opinions about children's responsibilities. Students study global reading skills in order to understand a variety of authentic texts. They work with spoken language by listening to the episodes of a radio play. Students present information after researching selected websites, texts and other sources of information. Cultures: Students gain an understanding of different German cultural practices, products and perspectives by studying German youth centers, reading maps, preparing food, working with German poetry, teaching concepts of German culture to elementary students and working with the play "Faust." Connections: Students reinforce and further their knowledge of other disciplines by working with figurative language, metaphors and similes; by practicing map reading skills and by exploring logical connections and conclusions. Comparisons: Students learn about language in general and about the concept of culture by studying German poetic language, contextual clues, grammatical concepts, and problems of communication. Communities: Students use German both within and beyond the school setting by teaching German to elementary school children and exploring selected German websites. Students use German for personal enrichment and enjoyment by writing their own poetry, learning how to read German novels and studying a classical German play.

**COURSE NOTE:** Online Course

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 1061Q - German II-Online;

### **10630 German IV Honors-Online**

German IV students will use the skills they acquired in German I, II and III to work with a variety of authentic German texts: a novel, songs, skits, newspaper articles, short stories and a radio play. Based on the National Standards for Foreign Language Learning, the objectives for our German IV course are: Communication: Students engage in conversations about topics such as stereotypes. They present and exchange information about school; express their feelings and reactions to themes expressed in some of the texts and exchange opinions about prejudices. Students study global reading skills in order to understand a variety of authentic texts. They work with spoken language by listening to the episodes of a radio play. Students present information after researching selected websites, texts and other sources of information. Cultures: Students gain an understanding of different German cultural practices, products and perspectives by studying German fairy tales, homeless people and German humor, and by teaching concepts of German culture to elementary school students. Connections: Students reinforce and further their knowledge of other disciplines by studying the problem of homelessness, by practicing map reading skills, and by exploring logical connections and conclusions. Comparisons: Students learn about language in general and about the concept of culture by studying examples of German humor, contextual clues, grammatical concepts, and problems of communication. Communities: Students use German both within and beyond the school setting by teaching German to elementary school children and exploring selected German websites. Students use German for personal enrichment and enjoyment by writing their own fairy tale, learning how to read German novels and studying examples of German humor.

**COURSE NOTE:** Online Course

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 10620 - German III Honors-Online;

### **1066Q Japanese I-Online**

This course is an introduction to the study of the Japanese language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course. Conversation Sessions Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Wimba classroom.

**COURSE NOTE:** Online Course

**CREDIT:** 1

**TYPE:** Standard

### **1067Q Japanese II-Online**

This course is a continuation of Japanese 1. Students will study Japanese language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course. Conversation Sessions Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Wimba classroom.

**COURSE NOTE:** Online Course

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 1066Q - Japanese I-Online;

### **1070Q Russian I-Online**

This class is available online through NCVPS. The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Russian language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century. Conversation Sessions Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Wimba classroom.

**COURSE NOTE:** This class is taught online.

**CREDIT:** 1

**TYPE:** Standard

### **1071Q Russian II-Online**

This class is available online through NCVPS. This course is a continuation of a beginning level Russian 1 course that will introduce students to a variety of areas of language learning. Russian 2 is focused on the spoken language to prepare students for communicating in Russian in different real life situations. Students will be engaged in the variety of activities that include role-plays, word games, simulations, discussions, recording their own voice. Each lesson also contains listening exercises and weekly practice with conversation coaches. After completion of the course students will be able to have a conversation about their family, everyday life, weather, hobby, food, and shopping. Variety of cultural aspects will be introduced through the course to give students better understanding of traditions, history, geography, and people of the Russian speaking world. Progress will be charted using LinguaFolio, a document in which language learners can record and reflect on their language learning and cultural experiences. Conversation Sessions Students will have two conversation sessions with coach who will help with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Wimba classroom. Prerequisite Successful completion of Russian 1 or ability to demonstrate mastery of Level 1 Russian. Native speakers who speak Russian or some Russian are allowed to bypass Russian 1. Conformation from Russian instructor is required.

**COURSE NOTE:** This class is taught online.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 1070Q - Russian I-Online;

### **1075Q Arabic I-Online**

This course is available online through NCVPS. Arabic I is part of the online series developed through the Critical Languages Funding from the North Carolina General Assembly. Arabic II, Russian I, and Russian II were also developed using these funds. Unlike other online Arabic courses, these courses focus on the spoken language to prepare the student for communicating as soon as possible in the language. Students will hear and see Arabic in video vignettes that follow two teenagers through their daily lives. Each lesson also contains listening exercises and weekly practice with conversation coaches and the instructor – all online! Students will devote 5-7 hours weekly to the course and will use various technologies to communicate, record their speaking, and download videos and audio to MP3 players if they wish. Progress will be charted using LinguaFolio, a document in which language learners can record and reflect on their language learning and cultural experiences. Conversation Sessions Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Wimba classroom.

**COURSE NOTE:** This class is taught online.

**CREDIT:** 1

**TYPE:** Standard

### **1076Q Arabic II-Online**

This class is available online through NCVPS. Arabic II is part of the online series developed through the Critical Languages Funding from the North Carolina General Assembly. Arabic I, Russian I, and Russian II were also developed using these funds. Unlike other online Arabic courses, these courses focus on the spoken language to prepare the student for communicating as soon as possible

in the language. Students will hear and see Arabic in video vignettes that follow two teenagers through their daily lives. Each lesson also contains listening exercises and weekly practice with conversation coaches and the instructor – all online! Students will devote 5-7 hours weekly to the course and will use various technologies to communicate, record their speaking, and download videos and audio to MP3 players if they wish. Progress will be charted using LinguaFolio, a document in which language learners can record and reflect on their language learning and cultural experiences. Conversation Sessions Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Wimba classroom.

**COURSE NOTE:** Must have passed Arabic I

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 1075Q - Arabic I-Online;

### **1080Q Latin I-Online**

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. The course encourages students to learn basic functions of the language, become familiar with some elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Standard

### **1081Q Latin II-Online**

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with an increasing number of elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 1080Q - Latin I-Online;

### **1082O Latin III Honors-Online**

This course contains selections from Latin authors of the Republican and Golden Age of Latin literature: Cicero, Catullus, Virgil, and Ovid and as such can be considered as a Pre-Advanced Placement course for either the Latin Literature AP or Vergil AP (Latin IV) course. Prerequisites for the course are successful completion of Latin I and Latin II in which all aspects of Latin grammar have been grasped including all forms of the verb and noun, an expansive vocabulary, and various constructions involving verb and noun usage (indirect discourse, uses of the subjunctive, gerundive uses, ablative absolute, deponent verbs, sequence of tenses, etc.). Elements of Honors Latin III syllabus skills will take into consideration the following student expectations which are also reflected in AP Exam preparation: to research/write a literal English translation of an unadapted Latin passage and an expansive English essay to explain specific Latin/English words in context to identify and analyze noteworthy features of authors' use of imagery, figures of speech, and metrical effects to discuss particular motifs, allegories, symbols, relationships to modern literature to analyze structure of a poem to scan meters In addition to the skills listed above, students will be expected to become knowledgeable about the historical, cultural, and social aspects of Roman society during the Augustan Age and be able to make contemporary comparisons in writing. Students will also receive practice in writing essays requiring higher order thinking skills. This course will be presented online and will include written assignments, tests, projects, special events, and essay writing practice on a regular basis. All content material for this online course may be accessed via the course website including grammars, poetry, dictionaries, Latin texts, and course assessment materials.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 1081Q - Latin II-Online;

## **Mathematics**

### **20172 Technical Math II**

Students will move from an inductive approach to deductive methods of proof in their study of geometric figures. Two- and three-dimensional reasoning skills will be emphasized, and students will broaden their use of the coordinate plane to include transformations of geometric figures. Emphasis will be placed on practical applications and modeling. Technical Math II can be a bridge course to help students be successful in Algebra II.

**CREDIT:** 1

**TYPE:** Standard

### **201722 Technical Math II (Bridge to Algebra II)**

Students will move from an inductive approach to deductive methods of proof in their study of geometric figures. Two- and three-dimensional reasoning skills will be emphasized, and students will broaden their use of the coordinate plane to include transformations of geometric figures. Emphasis will be placed on practical applications and modeling. Technical Math II can be a bridge course to help students be successful in Algebra II.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 20305 - Geometry Honors; 20302 - Geometry;

### **20182 Foundations of Algebra**

This course is a preparatory course for Algebra I. Students are introduced to algebra, geometry, and other mathematical topics that are integrated in a format that connects mathematics to students' lives and the world of work.

**CREDIT:** 1

**TYPE:** Standard

### **20202 Introduction to Math (Pre-Algebra)**

A preparatory course for Fundamentals of Algebra, this course acquaints the student with different number systems through mathematical language consisting of symbols and new concepts dealing with sets. Primary goals are to teach students to deal with variables and polynomials through language and application as well as to solve equations.

**CREDIT:** 1

**TYPE:** Standard

### **20232 Algebra I (1 Semester)**

This course acquaints the student with different number systems through mathematical language consisting of symbols and new concepts dealing with sets. Primary goals are to teach students to deal with variables and polynomials through language and application as well as to solve equations.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Standard

### **202321 Algebra I (Spring)**

This course acquaints the student with different number systems through mathematical language consisting of symbols and new concepts dealing with sets. Primary goals are to teach students to deal with variables and polynomials through language and application as well as to solve equations.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 20182 - Foundations of Algebra;

### **202322 Algebra I (Fall)**

This course acquaints the student with different number systems through mathematical language consisting of symbols and new concepts dealing with sets. Primary goals are to teach students to deal with variables and polynomials through language and application as well as to solve equations.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 20182 - Foundations of Algebra;

### **20242 Algebra II**

Students will work with real, irrational, and imaginary numbers, solving systems of equations, problem-solving with logarithms, conic sections and polynomials. EOC required at the end of this course.

**COURSE NOTE:** "B" in Algebra I and/or a Level IV on EOC recommended.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 20302 - Geometry; 20305 - Geometry Honors;

### **20245 Algebra II Honors**

Designed for those students who have potential for outstanding performance in mathematics, Algebra II Honors is an accelerated, expanded, and demanding course. Students will work with real,

irrational and imaginary numbers, solving systems of equations, problem solving with logarithms, conic sections and polynomials. EOC exam is required at the end of the course.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** B in Geometry Recommended.

### **20252 Advanced Functions & Modeling**

This course provides an in-depth study of modeling and applying function. Home, work, recreation, consumer issues, public policy, and scientific investigations are areas from which applications should originate. The student will analyze data and apply probability concepts to solve problems and use functions to solve problems. Content is half algebra, half statistics. This course satisfies the 4th math requirement for the public universities in the UNC system.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Algebra II and Geometry.

### **20292 Foundations of Geometry**

This course continues the study of algebra, geometry, probability, and statistics. Measurement of two- and three-dimensional figures, special relationships in right triangles, linear and quadratic functions, measures of central tendency, and counting algorithms of probability are topics of this course.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Algebra I

### **20302 Geometry**

Geometry uses the concepts of algebra and reasoning to introduce the student to geometric figures of the physical world. The course emphasizes precise math terminology, definitions, and figures. The students' reasoning skills will be developed to validate statements with proof and to generate solutions. EOC required at the end of the course.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 20232 - Algebra I (1 Semester); 202321 - Algebra I (Spring); 202322 - Algebra I (Fall);

### **20305 Geometry Honors**

This is an accelerated, expanded, and demanding course designed to cover the topics of geometry in depth.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** "B" in Algebra I and/or a Level IV on EOC recommended.

### **20655 Probability & Statistics Honors**

Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 20242 - Algebra II; 20245 - Algebra II Honors;

### **20667 Statistics AP**

Advanced Placement Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**CREDIT:** 1

**TYPE:** Advanced Placement

**PREREQUISITE:** 20655 - Probability & Statistics Honors;

### **20705 Pre-Calculus Honors**

This is a survey course of various topics that will prepare the student for calculus and college-level mathematics courses. Emphasis is placed on functions, logarithms, and exponential systems of equations. Graphing calculators will be used on a regular basis. This course satisfies the 4th math requirement for the public universities in the UNC system. Geometry, Algebra II with A or B recommended.

**CREDIT:** 1  
**TYPE:** Honors  
**PREREQUISITE:** Algebra II and Geometry.

#### **2070W MAT 150 Pre-Calculus-UNCG iSchool**

This course provides a review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions. Students must take a placement test with a qualifying score in order to register.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1  
**TYPE:** Honors

#### **207351 Calculus Honors**

Calculus focuses on the solution of problems which cannot be solved by algebra or trigonometry. Finding the slope of the tangent to a curve, areas of planar and spatial surfaces, the volume of solids, and the mathematics of speed and acceleration are examples. The ability to construct and interpret graphs is a necessary component of many solutions. Calculus is intended for students with a high aptitude in mathematics who intend to pursue fields related to mathematics, physics, and engineering while in college. Graphing calculators are used on a regular basis.

**CREDIT:** 1  
**TYPE:** Honors  
**PREREQUISITE:** Precalculus/Trigonometry.

#### **20767 Calculus AP**

Students who wish to pursue Advanced Placement credit will continue calculus instruction for a second semester. Preparation is done for the AP exam. This course satisfies the 4th math requirement for the public universities in the UNC system.

**CREDIT:** 1  
**TYPE:** Advanced Placement  
**PREREQUISITE:** Calculus and teacher recommendation.

#### **9510Q SAT Preparation-Online**

This course is designed for students who desire intensive practice and review of math and verbal skills to improve their SAT scores. Lessons are designed to improve vocabulary, teach test-taking strategies, and give students opportunities to practice actual questions. Nine weeks will be spent on verbal skills and nine weeks will be spent on math skills.

**CREDIT:** 1  
**TYPE:** Standard  
**PREREQUISITE:** Algebra I and Geometry recommended.

#### **9576J MAT 202 Calculus and Analytic Geometry II-Louisburg College**

Includes transcendental functions, the calculus of inverse functions, techniques of integration, sequences, convergence of infinite series, functions in polar coordinates, parametric equations, conic sections, indeterminate limit forms, and ordinary differential equations.

**CREDIT:** 1  
**TYPE:** Honors  
**PREREQUISITE:** 20767 - Calculus AP;

#### **9576J1 MAT 203 Calculus and Analytic Geometry III-Louisburg College**

Includes analytic geometry of three dimensional space, differential calculus of multivariable functions, vectors in space, vectors in plane, applications of partial derivatives, line and surface integrals, and multiple integration.

**CREDIT:** 1  
**TYPE:** Honors  
**PREREQUISITE:** 9576J - MAT 202 Calculus and Analytic Geometry II-Louisburg College;

## **Physical Education / Healthful Living**

**90112 Health & PE**

The health portion of the course offers a comprehensive treatment of personal and community health and safety. The physical education section stresses participation in activities, which help develop basic motor skills. Skills are taught for some team participation.

**CREDIT:** 1

**TYPE:** Standard

### **901521 Weight Training for Athletes (fall)**

No description available

**COURSE NOTE:** Students are able to enroll in this course only if recommended by their coach.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Coach request only.;

### **901522 Weight Training (Fall)**

This course will consist of lifting through a strenuous upper and lower body workout, running, and physical conditioning. It is designed to improve fundamentals that will prevent injury on athletic fields and for the person serious about his/her strength and physical conditioning.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Health and PE, Teacher recommendation.

### **901523 Weight Training (Girls)**

This course will consist of lifting through a strenuous upper and lower body workout, running, and physical conditioning. It is designed to improve fundamentals that will prevent injury on athletic fields and for the person serious about his/her strength and physical conditioning.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Health and PE, Teacher recommendation.

### **901524 Weight Training (Spring)**

This course will consist of lifting through a strenuous upper and lower body workout, running, and physical conditioning. It is designed to improve fundamentals that will prevent injury on athletic fields and for the person serious about his/her strength and physical conditioning.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Health and PE, Teacher recommendation.

### **901525 Weight Training for Athletes (spring)**

No description available

**COURSE NOTE:** Students are able to enroll in this course only if recommended by their coach.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Coach approval only.;

### **95202 Field Maintenance**

No description available

**COURSE NOTE:** Students are able to enroll in this course only if recommended by their coach.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Coach approval only.;

## **Science**

### **30102 Physical Science**

Introductory course to the concepts of Physics and Chemistry. The study of metric measurements, differentiation between chemical and physical properties, change, and energy are covered. Mathematical calculations and laboratory experience applicable to science concepts are stressed throughout the course. EOC exam at end of course.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 20232 - Algebra I (1 Semester); 202321 - Algebra I (Spring); 202322 - Algebra I (Fall); 20232R - Algebra I Recovery;

### **30202 Biology**

Biology involves the study of living organisms and their relationship to their environment. Laboratory work includes a study of a select group of plants, animals and microorganisms. EOC at end of course.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Standard

### **30205 Biology Honors**

Same curriculum as general biology but goes into more depth. EOC at end of this course. Biology involves the study of living organisms and their relationship to their environment. Laboratory work includes a study of a select group of plants, animals and microorganisms.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 30382 - Earth/Environmental Science; 30385 - Earth/Environmental Science Honors; 10212 - English I; 10215 - English I Honors;

### **302051 Biology Honors and AP**

Biology Honors and AP is a two-semester course. Students will take the required EOC at the end of the spring semester. They will be prepared to take the AP Exam. Includes an in-depth study of organisms and populations. Emphasis on the diversity of organisms, structure and function of plants and animals, and ecology. Intense lab work.

**COURSE NOTE:** Yearlong Course/2 Semesters

**CREDIT:** 1

**TYPE:** Advanced Placement

**PREREQUISITE:** 30382 - Earth/Environmental Science; 30385 - Earth/Environmental Science Honors;

### **30217 Biology AP**

Biology Honors and AP is a two-semester course. Students will take the required EOC at the end of the spring semester. They will be prepared to take the AP Exam. Includes an in-depth study of organisms and populations. Emphasis on the diversity of organisms, structure and function of plants and animals, and ecology. Intense lab work.

**COURSE NOTE:** Yearlong Course/2 Semesters.

**CREDIT:** 1

**TYPE:** Advanced Placement

**PREREQUISITE:** 30382 - Earth/Environmental Science; 30385 - Earth/Environmental Science Honors;

### **302171 Biology AP**

Biology Honors and AP is a two-semester course. Students will take the required EOC at the end of the spring semester. They will be prepared to take the AP Exam. Includes an in-depth study of organisms and populations. Emphasis on the diversity of organisms, structure and function of plants and animals, and ecology. Intense lab work.

**CREDIT:** 1

**TYPE:** Advanced Placement

### **30232 Anatomy and Physiology**

Designed as a hands-on, laboratory based science, guiding students through a series of structured exercises involving actual medical case histories. Students will study all of the major systems of the body (both anatomically and functionally), health and nutrition, disease processes, health implications of various life styles, and the major elements of the health care system.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 30202 - Biology; 30205 - Biology Honors;

### **30230 Anatomy and Physiology Honors-Online**

Designed as a hands-on, laboratory based science, guiding students through a series of structured exercises involving actual medical case histories. Students will study all of the major systems of

the body (both anatomically and functionally), health and nutrition, disease processes, health implications of various life styles, and the major elements of the health care system.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 30202 - Biology; 30205 - Biology Honors;

### **30382 Earth/Environmental Science**

This course focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth's system. Oceanography, astronomy, meteorology and geology are included.

**CREDIT:** 1

**TYPE:** Standard

### **30385 Earth/Environmental Science Honors**

Same information as in Earth Environmental Science is covered but in greater depth. This course focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth's system. Oceanography, astronomy, meteorology and geology are included.

**CREDIT:** 1

**TYPE:** Standard

### **3040W GEO 103 Introduction to Earth Science**

Earth is a restless planet. Continents drift apart, volcanoes blow their tops, storms rip paths of destruction, rising seas inundate coastlines—and we have to live here! It's all part of a process that's been going on for millions of years. Although man has only been around for a small fraction of that time, we can examine physical evidence of the changes our planet has gone through and investigate the processes of change taking place right now. This course surveys basic concepts and processes integrating the nature of the earth's three primary physical systems: the solid earth and continents, the ocean basins and the oceans, and the atmosphere's weather.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Honors

### **30502 Chemistry**

This course is a study of the properties and structure of matter and relationship between energy and matter. Topics include atomic energy, chemical reactions, stoichiometry solutions, and nuclear chemistry. Students will perform lab activities and solve mathematical calculations.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** Algebra II, Geometry.

### **30505 Chemistry Honors**

Same curriculum as Chemistry, but covers topics in greater depth. This course is a study of the properties and structure of matter and relationship between energy and matter. Topics include atomic energy, chemical reactions, stoichiometry solutions, and nuclear chemistry. Students will perform lab activities and solve mathematical calculations.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** Honors Algebra II or higher level math.

### **305051 CHEMISTRY HONORS AND AP**

Includes an in-depth study of organisms and populations. Emphasis on the diversity of organisms, structure and function of plants and animals, and ecology. Intense lab work. Students will prepare to take the AP Exam.

**COURSE NOTE:** Yearlong Course/2 Semesters.

**CREDIT:** 1

**TYPE:** Advanced Placement

**PREREQUISITE:** Algebra II Honors or higher level math.

### **30517 Chemistry AP**

Chemistry Honors and AP is a two-semester course. Students will take the required EOC at the end of the spring semester. They will be prepared to take the AP Exam. Includes an in-depth study of

organisms and populations. Emphasis on the diversity of organisms, structure and function of plants and animals, and ecology. Intense lab work.

**COURSE NOTE:** Yearlong Course/2 Semesters.

**CREDIT:** 1

**TYPE:** Advanced Placement

**PREREQUISITE:** Algebra II Honors or higher level math.

### **30605 Physics Honors**

An in-depth study of the physical laws which are fundamental to all sciences. Topics include motion, light, sound, gravity, heat, electricity and electromagnetism. Students will perform laboratory activities and extensive mathematical calculations.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 20705 - Pre-Calculus Honors;

### **3070W AST 203 Conceptual Astronomy-UNCG iSchool**

The night sky has been a source of wonder and awe for mankind since the earliest humans sought meaning in the light from a billion stars. The alignment and movement of the stars and planets conjured celestial images and were thought to influence the destinies of men. Today, through the benefit of technology, we know more and more about the behavior and makeup of planets, galaxies, and stars, including our own sun, but are still fascinated by our relationship to them. From the Big Bang to black holes, this course provides an introduction to the study of astronomy including planets, the sun, stars, galaxies, and cosmology.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Honors

### **3080W BIO 105 Major Concepts of Biology-UNCG iSchool**

Human biology and the biology of every other living thing are interrelated to such an extent that ultimately, the fate of our species could be determined by an organism too small to see. Explore our relationship to the planet and how we are reshaping that relationship through biotechnology and genetics. Topic sections emphasize specific areas including conservation biology, biotechnology, and current issues. Survey sections emphasize basic aspects of biology, including genetics, physiology, and ecology.

**COURSE NOTE:** This course is taught online.

**CREDIT:** 1

**TYPE:** Honors

### **6999U Bioprocessing (VGCC)**

BPM 110 serves as an introduction of Biotech in industry. Topics such as Product Quality, Math in the Biotech Lab, and Basic Separation Methods are covered. The course has a strong laboratory component with much 'hands on' laboratory experience. Offered at BHS AND VGCC, BPM110 will be seven (7) contact hours, five (5) credit hours, and will be open to all three high schools (Bunn, Louisburg and Franklinton). VGCC will offer this course on the BHS campus if there is sufficient enrollment.

**COURSE NOTE:** This course is taught at VGCC. Students must provide their own transportation. High school and college credit are awarded upon successful completion.

**CREDIT:** 1

**TYPE:** Standard

## **Social Science**

### **4010Q Medieval Studies-Online**

Online course through the NC Virtual Public School. This social studies course explores Medieval Europe and Asia from the days of Early Christianity until the dawn of the Renaissance. Students investigate Christianity, the rise of the Byzantine Empire, The Islamic World, and European Invasions and how these movements influenced medieval culture, politics, and economics. Students trace medieval political threads and how they influenced each other. The course makes frequent use of the rich resources about this period available as online, textual, and visual media. Within this textbook-independent course students work both individually and as members of groups to complete assignments and projects. Medieval Studies provides students an opportunity to explore both Eastern and Western cultures during an exciting period of history.

**CREDIT:** 1

**TYPE:** Standard

### **4011Q African-American Studies-Online**

Online course through the NC Virtual Public School. Students will explore the history, culture, and contributions of African Americans to the United States experience. Students will investigate the

roles of people of African descent in all aspects of American life and culture from the African slave trade through the nineteenth and twentieth centuries and beyond. Science, history, math, architecture, literature, sports, music, dance, and oratory are just a few of the rich aspects of African American contributions to be discovered. Political contributions of African Americans will also be studied, including the accomplishments of the first African-American US President.

**CREDIT:** 1

**TYPE:** Standard

#### **40212 U.S. History**

This course is a chronological study of U. S. history beginning with the founding documents and continuing to the present.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 40522 - Civics & Economics; 40525 - Civics & Economics Honors;

#### **40215 U.S. History Honors**

The first of a two semester course. This course offers the U.S. History curriculum but goes into more detail and greater depth.

**COURSE NOTE:** Fall Semester.

Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 40522 - Civics & Economics; 40525 - Civics & Economics Honors;

#### **40217 U.S. History AP**

Continued study of the principles and concepts in the honors curriculum, continuing as a comprehensive in-depth study of U.S. History. This course prepares students for the AP exam. Survey course from European discovery through the present with emphasis on the political, economic, military, and social aspects of the nation's history. EOC at end of course.

**COURSE NOTE:** Spring Semester.

**CREDIT:** 1

**TYPE:** Advanced Placement

#### **40242 World History**

World History is a survey course. Students will explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.

**CREDIT:** 1

**TYPE:** Standard

#### **402455 World History Honors**

Explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.

**CREDIT:** 1

**TYPE:** Honors

#### **40522 Civics & Economics**

This course is designed to provide the student with an overview of the political, legal, and economic system of the United States. Concentrated areas include the U.S. Constitution, the organization and operation of the federal, state, and local levels of government.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Standard

#### **40525 Civics & Economics Honors**

This course is designed to provide the student with an in-depth overview of the political, legal, and economic system of the United States. Concentrated areas include the U.S. Constitution, the organization and operation of the federal, state, and local levels of government.

**COURSE NOTE:** Students must score a Level III or IV on the EOC to fulfill the graduation requirement.

**CREDIT:** 1

**TYPE:** Honors

**PREREQUISITE:** 40242 - World History; 402455 - World History Honors;

**40557 Microeconomics AP**

This course will provide a thorough understanding of the principles of economics that apply to the activities of the individual within the larger economy. It places an emphasis on the study of markets and the role of government in promoting greater efficiency and equity in the economy.

**CREDIT:** 1

**TYPE:** Advanced Placement

**PREREQUISITE:** 40525 - Civics & Economics Honors;

**4060 Sociology**

Sociology is the study of American society and the relationships of people with that society.

**CREDIT:** 1

**TYPE:** Standard

**40802 Psychology**

The study of perception, mental and behavioral growth and development of individuals, social psychology, and the theories of creativity and learning.

**CREDIT:** 1

**TYPE:** Standard

**40800 Psychology Honors-Online**

This course is available online through NCVPS. Psychology is designed to engage students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. The course emphasizes the empirical examination of behavior and mental processes and offers perspectives that foster students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. Honors Psychology covers the material in greater complexity, novelty, and pacing. Honors Psychology is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

**CREDIT:** 1

**TYPE:** Honors

**4080Q Psychology-Online**

This course is available online through NCVPS. Psychology is designed to engage students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. The course emphasizes the empirical examination of behavior and mental processes and offers perspectives that foster students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems.

**CREDIT:** 1

**TYPE:** Standard

**4999U Law Enforcement (VGCC)**

Dual enrollment, course will be taught at VGCC. This course introduces the components and processes of the criminal justice system, the juvenile justice system, and fundamental law enforcement operations.

**COURSE NOTE:** This course is taught at VGCC. Students must provide their own transportation to VGCC. Students receive high school and college credit upon successful completion.

**CREDIT:** 1

**TYPE:** Standard

**4999U2 Law Enforcement 2 (VGCC)**

This course covers the juvenile justice system and the historical, philosophical, and practical dimensions of community policing. It will also cover laws unique to juveniles and discuss aspects of community policing versus traditional policing.

**COURSE NOTE:** Due to the nature of this course, videos containing graphic pictures and adult language may be shown as a part of this class. Students entering this program are cautioned that criminal justice agencies conduct criminal background checks on potential employees prior to employment. Many agencies will not hire applicants who have convictions for offenses other than minor traffic violations. Course is taught at VGCC and student must provide their own transportation. Must take VGCC placement test.

**CREDIT:** 1

**TYPE:** Standard

**PREREQUISITE:** 4999U - Law Enforcement (VGCC);