

# **VANCE CHARTER SCHOOL**

**2017-2018**



## **High School Curriculum Bulletin and Registration Handbook**

**Vance Charter High School Course Registration Guide** is designed to help students and parents make important decisions about course selections and plan a course of study that will promote success. Included in this guide are course offerings, course descriptions, and prerequisites.

### **Using the Registration Guide**

Vance Charter School operates on a traditional block schedule (two semesters); therefore, students will select eight courses to take each of their four years in high school. This guide is divided into sections based on the core academic areas, including English, Mathematics, Science and Social Studies. Additional sections include World Language, Health and PE, Fine Arts and Business/Finance Technology. A section is also devoted to the Occupational Course of Study, which is a diploma pathway provided for students in our Exceptional Children Program who meet certain requirements.

When using this guide, students/parents should:

- 1) Carefully read course descriptions,
- 2) Gather information from the school counselor and teachers regarding courses, and
- 3) Make their selections during registration.

As selections are made, careful consideration should be given to NC high school graduation requirements, college admission requirements, student interest, and prerequisites.

### **Schedule Changes**

This spring, extensive time will be spent developing a master schedule for the 2017-2018 school year that provides the best educational opportunities for our students.

Schedule changes have serious effects on staffing, class sizes, and academic programs and will only be made under certain conditions. The following is a list of these conditions:

Incomplete schedules (missing a class)

Failure of a prerequisite course

Incorrect course listed on schedule (ex: English II instead of English I)

Master schedule conflict (ex: two courses in the same period in the same semester)

**The following reasons are NOT considered appropriate reasons for schedule changes and will not be honored:**

Teacher preference

Block (class period) preference

To have same classes as friends

***\*Except when approved by the principal, students are not allowed to drop a course after the first ten days of school.***

### **COURSE LOADS/OVERLOAD POLICY**

Each student is expected to carry a course load equal to the number of instructional periods in the school day, unless special permission is given to the student by the principal. Individual students may petition to enroll in one credit above 8 per year (9 credits). Applicants must demonstrate readiness to successfully manage an academic overload. **Note:** NCVPS courses are subject to funding and availability. Students who wish to enroll in 9 credits per year, including summer study, must complete an application available from the Guidance Counselor. All applications must be submitted by dates that will be established by the administration.

### **COURSE SELECTION**

***Students may request any course listed in this curriculum guide. However, electives are subject to minimum student enrollment and adequate staffing.***

<b>High School Graduation Requirements</b>		
<b>Content Area</b>	<b>Course Name</b>	<b>Credit(s) Required</b>
<b>English</b>	English I, II, III, IV	<b>4</b>
<b>Mathematics</b>	Integrated Math I, II, III; and a 4th Math Course to be aligned with the student's post high school plans.*	<b>4</b>
<b>Science</b>	Earth/ Environmental Science, a Physical Science (Physics or Chemistry); and Biology	<b>3</b>
<b>Social Studies</b>	World History, Civics and Economics, & American History I & II	<b>4</b>
<b>Second Language</b>	None Required	<b>0</b>
<b>Health &amp; Physical Education</b>	Health & PE	<b>1</b>
<b>Electives</b>	<p><b>2 Elective credits of any combination from either:</b></p> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education</li> <li>• Second Languages</li> </ul> <p><b>4 Elective credits strongly recommended (four course concentration) from one of the following:</b></p> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education (dance, music, theater arts, visual arts)</li> <li>• Any other subject area (e.g. mathematics, science, social studies, English, or cross disciplinary)</li> </ul>	<b>12</b>
<b>Total Credits</b>		<b>28</b>
<b>Additional Graduation Requirements</b>		
1. EOCs: Math 1, Biology and English II. EOC's must be passed with a level III or IV		

\*\*\*N.C.G.S. 115C-81(b) allows exceptions for students who have an IEP (Individualized Education Plan) that identifies them as Learning Disabled in math and states that the disability will prevent them from mastering Algebra I and above.

\*A student who takes AP American History instead of American History I and American History II must also take an additional social studies course in order to meet the four credits requirement.

## Occupational Course of Study

<b>High School Graduation Requirements</b>		
<b>Content Area</b>	<b>Course Name</b>	<b>Credit(s) Required</b>
<b>English</b>	OCS English 1, 2, 3, 4	<b>4</b>
<b>Mathematics</b>	OCS Introduction to Mathematics OCS Math I OCS Financial Management	<b>3</b>
<b>Science</b>	Applied Science, Biology	<b>2</b>
<b>Social Studies</b>	American History I & II	<b>2</b>
<b>Second Language</b>	None Required	<b>0</b>
<b>Health &amp; Physical Education</b>	Health & PE	<b>1</b>
<b>Electives</b>	<b>Occupational Preparation I, II, III, IV</b>  • Career and Technical Education (CTE)	<b>4</b>  <b>6</b>
<b>Total Credits</b>		<b>22</b>

## Promotion Requirements and Grade Classification

Vance Charter High School students shall be promoted from grade to grade by attaining credits that are earned through successful completion of specific courses. Promotion to the next grade at the end of each year is required to maintain a drivers' license and athletic eligibility.

### Promotion Standards

- To be promoted from grade 9 to grade 10: a minimum of six (6) credits.
- To be promoted from grade 10 to grade 11: a minimum of thirteen (13) credits.
- To be promoted from grade 11 to grade 12: a minimum of twenty (20) credits.

Note: Contact your school's athletic director for NCAA eligibility requirements.

Please contact your school counselor if you have additional questions.

### Grade Points and Course Weights

Effective January 9, 2015, the North Carolina State Board of Education passed a policy approving a 10-point grading scale that began with the 2015-16 school year. The following grading system will be used:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

In addition to the grade scale change, new standards for quality points were also effective in the 2015-16 school year:

AP & Community College Courses-1 quality points  
Honors Courses-.5 quality point

## **North Carolina Diploma Endorsements**

Students may earn the following endorsements as additional recognitions to their high school diploma. (Students may earn more than one endorsement.)

### **College Endorsement**

- A. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III, and a fourth mathematics course aligned with the student's post-secondary plans. The fourth math course must meet University of North Carolina System Minimum Admissions Requirements.
- B. The student shall earn an unweighted grade point average of at least 2.6.

### **College/UNC Endorsement**

- A.) The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admissions Requirements.
- B.) The student shall complete U.S. History or equivalent coursework;
- C.) The student shall complete three units of science including at least one physical science with a lab, one life science and one additional science course;
- D.) The student shall complete two units of a world language (other than English);
- E.) Students shall earn a weighted grade point average of at least 2.5.

### **North Carolina Academic Scholars Endorsement**

- A.) The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; and a fourth mathematics course that meets University of North Carolina system Minimum Course Requirements.
- B.) The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course (either chemistry or physics).
- C.) The student shall complete four units of social studies including World History, American History I and II; and Civics and Economics.
- D.) The student shall complete two units of a world language (other than English)
- E.) The student shall complete four elective credits in any one subject area, such as Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area.

F.) The student shall have completed at least three higher-level courses during junior and/or senior years such as Advanced Placement (AP), Dual Enrollment courses or honors level courses.

G.) The student shall earn an unweighted grade point average of at least 3.5.

### **Career Endorsement**

A.) The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III and a fourth mathematics course aligned with the student's post-secondary plans. Acceptable fourth math courses may include any math course that may be used to meet NC high school graduation requirements.

B.) The student shall complete a CTE concentration in one of the approved CTE Cluster areas:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

C.) The student shall earn an unweighted grade point average of at least 2.6.

D.) The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from Work Keys assessments or another appropriate industry credential/certification.

### **Global Languages Endorsement**



- A.) The student shall earn a combined unweighted 2.5 grade point average or above for the four English Language Arts courses required for graduation.
- B.) The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction:
- Pass an external exam approved by DPI establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
  - Complete a four-course sequence of study in the same world language, earning an overall unweighted grade point average of 2.5 or above in those courses.
  - Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.
- C.) Limited English Proficiency students shall complete all the requirements of sections a and b above and reach “Developing” proficiency per the World Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

# COURSE DESCRIPTIONS



## ENGLISH

### English I

**1 Credit**

This introductory English course covers a variety of topics in both oral and written expressions. Students will be introduced to the various genres literature (poetry, short stories, novels, essays and other nonfiction, and drama). Within each genre, emphasis is placed on literary terms, characteristics, and interpretation. Written expression is covered through student writing and grammar.

### Honors English I

**1 Credit**

This course provides reading, writing and speaking opportunities, which challenge the advanced, highly motivated and independent learner. Students are required to analyze, synthesize and evaluate a variety of literary forms and selections with emphasis on writing themes, essays, and formal research. This course focuses on the development of complex thought processes and creative expression through discussion and frequent writing assignments. ***A summer reading assignment may be required.***

### Writing Seminar

**1 Credit**

***This course must be taken with regular English II.*** Students will build their literacy skills by writing various expository and argumentative pieces, and enhancing their grammatical skills by focusing on punctuation and grammar activities. By the end of this course students should be able to expand their perspectives in order to be better able to grasp the concepts that English II will embrace.

### English 2

**1 Credit**

***Prerequisite: English I***

This course focuses on the comprehension and analysis of world literature. This course also includes preparation for select writing assessments through a study of vocabulary, grammar and usage. ***This course has an end-of-course test (EOC).***

### Honors English 2

**1 Credit**

Prerequisite: English I

This honors course is designed to challenge the academically advanced, highly motivated student. Students will study world literature extensively and write many literature-based expository essays and informational essays. Emphasis will be placed on interpretive and analytical reading, and effective writing. ***This course has an end-of-course test (EOC).***

### Journalism

**1 Credit**

***Prerequisite: Minimum "B" average in English I***

***\*Yearlong***

This course is designed to help students understand the impact journalism, both print and online, have in our society. They will learn investigative skills, responsible reporting, the difference between biased and unbiased journalism, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students will conduct interviews, research, write, and design their own school newspaper. ***An interview is required.***

### Creative Writing

1 Credit

***A writing sample of fiction, nonfiction or poetry must be submitted.***

Creative writing is designed to help students express themselves creatively through a variety of genres—short stories, poetry, personal narratives. Students will read and discuss a variety of articles on the craft of writing as well as read a variety of published pieces and evaluate their effectiveness on the reader. They will learn the language of writing in both poetry and fiction. Students will write and workshop original pieces; they will learn to edit other students' work and revise their own writings into a portfolio. Students will collaborate on, organize, and put together a literary magazine reflecting original pieces built around a chosen theme. ***\*\*The literary magazine will represent work from the entire school, not just students in the course.*** Students will learn to read and view creative pieces critically as they select submissions that best fit the theme of the magazine. ***\*\*A coffee house will be organized by students in this course in order to celebrate the completion of the literary magazine.***

### Public Speaking

1 Credit

Public Speaking focuses on the traits and behaviors of an effective speaker and how those skills and behaviors enhance academic and professional success. The course includes a critical examination and exploration of content, organization, delivery, audience, and analysis – the tools that serve as the foundation for any public address.

## MATHEMATICS

### Foundations of Math I

1 Credit

**This course must be taken with Math I**

This one-credit course serves as a bridge course to support students' successful transition from 8th grade math to Math I. It covers the principles and concepts of fundamental algebra, informal geometry, and probability. A review of computational skills will be achieved through problem solving and real-world applications involving integers and rational numbers. ***VCS students must take this course if enrolling in Math I.***

### Math I

1 Credit

This course is the first in a four course sequence required for graduation from high school. This course deepens and extends understanding of linear relationships, quadratic and exponential functions. Rational exponents and descriptive statistics will be studied. ***This course has an end-of-course test (EOC).***

### Math II

1 Credit

***Prerequisite: Math I***

This course will expand on concepts taught in Math I. Students will solve quadratic, polynomial and rational equations. They will compare various forms of polynomial functions and use geometric models to solve real world problems.

### Math II Honors

1 Credit

***Prerequisite: Math I***

This course is designed for highly motivated students. Students will learn all topics covered in the standard Math II course as well as projects and in-depth assignments.

**Math III****1 Credit*****Prerequisite: Math II***

This course will expand on concepts taught in Math II. Students will be introduced to the Complex Number System and Inferential Statistics. They will solve and graph polynomial, rational, exponential, logarithmic, and inverse functions. They will construct and compare linear, quadratic and exponential models. In this course students will apply geometric concepts in modeling situations and prove geometric theorems.

**Honors Math III****1 Credit*****Prerequisite: Math II***

This course is designed for highly motivated students. Students will learn all topics covered in the standard Math III course as well as complete projects and in-depth assignments.

## SCIENCE

**Earth & Environmental Science****1 Credit**

This is an introductory course of the study of Earth and Environmental Science. This course covers four basic areas: Geology, Meteorology, Astronomy, Oceanography and the human impact on the earth's environmental systems.

**Honors Earth & Environmental Science****1 Credit**

This course is a more advanced study of the topics covered in the standard Earth & Environmental Science course. It is designed for highly motivated students.

**Introduction to Biology****1 Credit*****This course must be taken with regular Biology******Prerequisite: Earth & Environmental Science***

The focus of this course is on the foundational concepts covered in Biology. This course will focus on strengthening the student's knowledge of the molecular, cellular, and genetics aspects of Biology.

**Biology****1 Credit*****Prerequisite: Earth & Environmental Science***

This course is designed to provide a general understanding of the concepts and principles of biology. The Curriculum includes topics such as cells, genetics, ecology and an overview of anatomy and physiology.

***This course has an end-of-course test (EOC).***

**Honors Biology****1 Credit*****Prerequisite: Physical Science or Earth & Environmental Science***

This course is designed for self-motivated students who work well independently, is able to learn at a brisk pace and enjoys laboratory work. Projects and reports are integral parts of the course. ***This course has an end-of-course test (EOC).***

**AP Biology****1 Credit*****Prerequisite: Honors Biology***

This course is taught on a college level and will focus on the biology of organisms and ecology. Lab topics include plant transpiration, physiology of the circulatory system, animal behavior, dissolved

oxygen and primary productivity and will include several dissections. ***Students are required to take the AP Biology Exam in May.***

## **SOCIAL STUDIES**

### **World History**

**1 Credit**

The World History course will address six (6) periods in the study of World History; from ancient civilizations through Contemporary Times. Students will develop an understanding of current world issues and relate them to their historical contexts.

### **Honors World History**

**1 Credit**

This course is an in-depth study of the world's earliest civilizations through the study of the world today. Students will be expected to do independent study, extraneous reading assignments and projects.

### **Civics and Economics**

**1 Credit**

#### ***Prerequisite: World History***

This course explores aspects of citizenship, government and economics. Students will acquire the skills and knowledge necessary to become a responsible and effective citizen and consumer in an interdependent world. Significant features of this course include studying the U.S. Constitution, the three branches of government, the roles of local state and national governments, the free enterprise system, and the stock market, as well as the American economic system. Students will also study the legal and political systems and learn about their rights and responsibilities.

### **Honors Civics and Economics**

**1 Credit**

#### ***Prerequisite: World History***

This course covers the same topics as regular Civics and Economics. Students will have more independent work and will participate in projects, in-depth writing and analysis activities. This course is designed for highly motivated students.

### **Psychology (NCVPS)**

**1 Credit**

This course 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, cognition, biology, society and culture. The course emphasizes the empirical examination of behavior and cognitive 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 and relate psychology to their personal life.

### **Honors Psychology (NCVPS)**

**1 Credit**

#### ***Prerequisite: None***

(See description for Psychology) This course covers the material in greater complexity, novelty, and pacing. Honors Psychology is distinguished by a difference in the quality of work expected, not merely an increase in quality.

### **AP Psychology (NCVPS)**

**1 Credit**

***\*(Yearlong)***

***Prerequisite: None. Students who have taken regular or Honors Psychology may find themselves slightly more familiar with some topics. Students must have excellent critical reading skills and a willingness to develop time management strategies.*** This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. Students will complete approximately 4 chapters each nine weeks. It is expected that the reading and assignments will take approximately 90 minutes per day, which includes class time. More time will need to be budgeted for special projects or exams. ***This is a year-long course and students are required to take the AP Psychology Exam in May.***

## **HEALTH AND PHYSICAL EDUCATION**

### **Health & Physical Education**

**1 Credit**

The ninth grade Health/Physical Education course includes competencies in the areas of mental and emotional health, personal hygiene and general body condition, nutrition, drug awareness, aging and death. In P.E., classes will focus on conditioning, team sports, and individual and small group activities.

## **BUSINESS, FINANCE & INFORMATION TECHNOLOGY EDUCATION**

### **Microsoft Excel & Word**

**1 Credit**

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. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel and/or Access.

### **Microsoft Access and PowerPoint**

**1 Credit**

***Prerequisite: Microsoft Word & PowerPoint***

Students will use Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver

presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced.

**Personal Finance**

**1 Credit**

This course 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. English language arts and mathematics are reinforced.

**Principles of Business and Finance**

**1 Credit**

This course introduces students to topics related to business, finance, management, marketing, business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

**Leadership Development (NCVPS)**

**1 Credit**

Students will explore and analyze twenty qualities of effective leadership and distinguish between management and leadership. They will investigate both positive and negative leadership roles in current and historical contexts. Students will self-reflect on leadership and how it applies to their own lives. Students will develop knowledge of themselves through assessment and reflection and use that information as well as knowledge of others to improve their own leadership skills, including communication and interpersonal dynamics. Students will develop a personal leadership portfolio and will be encouraged to participate in an individualized service project in their own community. This course is appropriate for local student leaders and others who wish to explore and develop personal and group leadership skills.

**Success 101**

**1 Credit**

This course focuses on providing high school students with the skills necessary to be successful during their secondary and post-secondary educational career. Emphasis will be placed on the acquisition of study skills, development of techniques for time management, procedures for Internet use, and learning modalities unique to individual students. In addition, students will analyze the importance of post-secondary education by exploring everyday living expenses through real-life applications and researching career and post-secondary opportunities. The use of technology is used to prepare and present information, conduct research, develop media skills, and apply problem-solving strategies in the academic disciplines are included. This course requires completion of 4 final projects which assess student understanding of the course content by applying 21st Century Themes and Skills.

**FINE ARTS**

**Music Appreciation (NCVPS)**

**1 Credit**

This course provides an overview of music from the early ages to the present. The course focuses on the use and value of music in the lives of the human population. It encourages students to view music in the social context of human life in all cultures rather than abstract information to be learned for its own sake. History will be used as a primary resource for understanding how music came to be, changed over



time, and becomes a global language/connection as new technology continues to develop. Throughout this course many types of styles/genres will be explored.

**Visual Arts (NCVPS)**

**1 Credit**

This course introduces non-Western cultural perspectives. Emphasis is placed on, but not limited to, African, Asian, and Oceanic art forms throughout history. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of non-Western social and cultural development.

**AP Music Theory (NCVPS)**

**1 Credit**

**Prerequisite: None. Students who have studied music formally may be more familiar with some musical topics in the course.**

**\*(Yearlong)**

This course is intended for advanced high school students who have an interest in performing, writing, and analyzing music. Through this course, students will further their understanding of musical harmony, form and structure, and the elemental building blocks of composition. The principal concentration in the course is in the seventeenth and eighteenth-century stylistic practice, however, musical style through the twentieth century will also be studied. Other topics such as MIDI, composition, sequencing, transposition, arranging, and advanced harmonic analysis will be included to reinforce the primary concept of Music Theory. **Because of the nature of online learning and advancements in writing and performing music, the use of music technology will be used principally throughout.**

## **WORLD LANGUAGES**

**Spanish I**

**1 Credit**

This is an introductory language course. Students will learn the basic language and cultural elements of the Spanish-speaking world. This course will focus on elementary expressions, particularly those used in Latin America and areas of the USA where Spanish is spoken.

**Spanish II**

**1 Credit**

***Prerequisite: Spanish I***

Following a quick review of Spanish I curriculum, students will be exposed to contemporary Latin American usage. Culture will be studied in combination with language skills.

**Spanish III Honors**

**1 Credit**

***Prerequisite: Spanish II***

Students will continue to develop listening and speaking skills together with an increasing emphasis on reading and writing skills. Special attention will be paid to the cultures of the Spanish-speaking world.

## **EXCEPTIONAL CHILDREN'S PROGRAM**

The Occupational Course of Study (OCS) program is a series of courses designed to prepare students with the necessary occupational and daily living skills to successfully and independently meet their goals and needs in society. Students are required to complete a 22-unit course of study, 300 hours of school-based training, 240 hours of community-based training and 360 hours of competitive employment. **Through this course of study, students are eligible to receive a North Carolina Diploma which does not**

meet college and military eligibility requirements. Parental consent is required for placement in this plan of study.

**[Occupational Course of Study] English I** **1 Credit**

Students will explore a variety of communication models and the importance each plays in daily living and employment settings. Students will apply reading and writing skills to interpret and express factual, functional information. Oral language skills will be used to communicate effectively in formal and informal settings.

**[Occupational Course of Study] English II** **1 Credit**

***Prerequisite: [Occupational Course of Study] English I***

Students analyze and employ effective communication strategies in both daily living and employment settings. They use standard rules of convention and syntax to give and request information. Students will give and request verbal directions, demonstrate appropriate communication skills, write paragraphs, read and comprehend vocabulary terms, use basic word processing skills for written communication, and expand self-advocacy skills.

**[Occupational Course of Study] Introduction to Mathematics I** **1 Credit**

This course covers the study of computation, financial management, time and measurement, independent living, and technology. Students will acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

**[Occupational Course of Study] Math I** **1 Credit**

This course continues the study of computation and the application of these skills for independent living and successful employment. Emphasis is placed on application and problem solving in the areas of financial management, reading and interpreting schedules, time and measurement, and independent living using technology, hands-on approaches, and cooperative learning.

**[Occupational Course of Study] American History 1** **1 Credit**

This course is designed to provide students with the basic economic, government, and political knowledge they need to become responsible citizens and consumers; the historical background of the development of the United States, the Constitution, amendments, the three branches of government, major laws, the roles of state and local governments, and issues of personal citizenship.

**[Occupational Course of Study] American History II** **1 Credit**

This course includes the topics of geography, civics, history, self-advocacy, rights, responsibilities, and citizenship.

**[Occupational Course of Study] Applied Science** **1 Credit**

This course provides instruction on basic human anatomy and reproduction, basic science concepts in the areas of life, environmental science, physical science, and biology related to work and daily living situations.

**[Occupational Course of Study]Biology** **1 Credit**

This course provides an opportunity for students to acquire higher-level skills in the area of safety procedures, health/medical issues, relationships and human anatomy. Students continue to develop

basic, functional knowledge of science concepts in earth science, environmental science, and physical science. Students will have the opportunity to apply the science-based concepts to daily living situations at home and in the workplace.

**Occupational Preparation 1**

**1 Credit**

This course is an introduction to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus and off-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career Technical Education Courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation Courses. Students begin to develop a career portfolio that provides an educational and vocational record of their high school experience.

**Occupational Preparation II**

**2 Credits**

***Prerequisite: Occupational Preparation I***

Students enrolled in this course will develop skills generic to all career majors, resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management and self-management. The course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities in an effort to refine their job-seeking skills.