

GRANVILLE COUNTY PUBLIC SCHOOLS 2025-2026

High School Registration Guide



Granville Academy



Granville Early College
High School



J.F Webb High School



South Granville High School

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The Granville County School System does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in its programs or activities. If you have an inquiry regarding the nondiscrimination policies, please contact:

Assistant Superintendent for Operations - Human Resources and Auxiliary Services

Granville County Public Schools

PO Box 927

101 Delacroix Street

Oxford, NC 27565



Dear GCPS Families and Students,

Our High School Registration Guide is designed to help you and your parents or guardians make the best choices for your high school education. You'll find many exciting options for you as a high school student in this book. Read through it carefully.

It will be especially important for you to talk with your counselors, parents, and teachers concerning your course selections. Choices that you make in high school affect your options for study and career after your time in high school has ended. In order to earn a high school diploma, you must meet all course, credit, and test requirements. The state and local requirements outlined in this document are designed to prepare students for a multitude of post-high school opportunities from entry-level careers, to highly technical studies at community colleges, colleges and universities. You are encouraged to select the most challenging course of study in which you can be successful.

Please remember that REGISTRATION IS A COMMITMENT to take the courses you have selected. Also, please note that when you complete your registration you are requesting a specific course, NOT a specific teacher, time or location. You may choose the courses you would like to take in the next school year. However, your schedule may change pending final grades in the courses you are currently taking and your End-of-Grade (EOG) or End-of-Course (EOC) scores and course availability.

We wish you all the best in your academic studies and will do all we can to support you. Your future starts today!

A handwritten signature in black ink, appearing to read "Stan Winborne". The signature is fluid and stylized, with a long horizontal line extending from the end.

***Dr. Stan Winborne
Superintendent***

Granville County Public Schools

GCPS 2025-2026 Registration Timeline

February	
February 4, 2025	GECHS/ GA Applications close and Transfer Request Window CLOSES
February 1 - 28, 2025	School Counselors and HR teachers provide grades 8 - 11 student groups with information on the Registration Process and provide appropriate grade level guidance.
February 12, 2025	Curriculum Bulletin complete and posted
February 24, 2025	GA, GECHS, HS Transfer Request notification to families, DM, Admins
March	
Week of March 1, 2024	Deadline for all students/families to be given registration materials
March 10, 2024	Parent and student meetings with rising 9th - 11th grade students about Early Graduation
March 10 - 14, 2025	GECHS Spring Break
March 3, 2025	Infinite Campus Registration OPEN for all 8th - 11th
March 3 - 28, 2025	STUDENT Registration WINDOW meetings by counselors with small groups of students to register in Infinite Campus (lock by individual student)
March 28, 2025	Infinite Campus Registration CLOSES for all 8th - 11th
April	
March 31 - April 4, 2025	Traditional Schools Spring Break
May	
May 23 - 24, 2025	Graduations
May 30, 2025	9th -11th Report Cards mailed home

Granville County Public Schools High School Registration Form

Future Ready Course of Study School Year 2025-2026

Student First Name: _____ Student Last Name: _____

School Location for 2025-26: ☐ JF Webb HS ☐ South Granville HS

Current Grade: ☐ 9 ☐ 10 ☐ 11 Student ID Number: _____

The GCPS Curriculum Bulletin and Registration Handbook contains course descriptions and can be found at <http://www.gcs.k12.nc.us>

Insert an "X" beside EIGHT (8) COURSES to register for next school year and list 3 alternate courses. In order to be considered full time students and eligible for a diploma, rising seniors should register for their remaining graduation requirements and other courses (for a total of at least 5 courses) to prepare for plans after graduation.

ENGLISH (4 credits required)	MATH (4 credits required: Math 1,2,3 and one additional math)
English Core	Math Core
<input type="checkbox"/> HONORS	<input type="checkbox"/> HONORS
1021 ENGLISH I	2109 NC MATH 1
1022 ENGLISH II	2209 NC MATH 2
1023 ENGLISH III OR	2309 NC MATH 3
1A007 AP ENGLISH LANGUAGE AND COMPOSITION	
1024 ENGLISH IV OR	
1A017 AP ENGLISH LITERATURE AND COMPOSITION	
Foreign Language Electives (not required for graduation)	Math Electives
11412 SPANISH I	20902 FOUNDATIONS OF NC MATH 1
11422 SPANISH II	2409 NC MATH 4 <input type="checkbox"/> HONORS
11432 SPANISH III	2A047 AP PRECALCULUS
	2A007 AP CALCULUS AB
	2A037 AP STATISTICS
	20202 INTRODUCTORY MATHEMATICS
SCIENCE (3 credits required: Biology, Earth Science, and one Physical Science)	SOCIAL STUDIES (4 credits required: WH, CL, EPF and AH)
Science	Social Studies
<input type="checkbox"/> HONORS	<input type="checkbox"/> HONORS
3320 BIOLOGY	4303 WORLD HISTORY
3501 EARTH/ENVIRON SCIENCE	4311 AMERICAN HISTORY
3420 CHEMISTRY	4318 FOUND PRIN USA&NC: CIVIC LITERACY
34102 PHYSICAL SCIENCE (No Honors)	4319 ECONOMICS AND PERSONAL FINANCE
Science Electives	Social Studies Electives
3A027 AP ENVIRONMENTAL SCIENCE	46015 HONORS AFRICAN AMERICAN STUDIES
30202 FORENSIC SCIENCE	44035 HONORS PSYCHOLOGY
3A007 AP BIOLOGY	4A077 AP UNITED STATES HISTORY
3A057 AP PHYSICS I	
ARTS Electives	OTHER ELECTIVES
52162 MUSIC APPRECIATION (BEGINNING)	10252 YEARBOOK I, II, III
523XX VOCAL MUSIC: CHORUS	96045 HONORS NC TEACHER CADET I
525XX BAND: CONCERT	96065 HONORS NC TEACHER CADET II
525XX BAND: MARCHING	10382 ENGLISH AS A SECOND LANG (MLL requires teacher initials)
541XX VISUAL ARTS	10382 ADVANCED ENGLISH AS A SECD LANG ((MLL requires teacher initials)
521XX VIKING VOICES (SGHS only)	99209 CURRICULUM ASSISTANCE (EC requires teacher initials)
5A027 AP STUDIO ART: 2-D DESIGN	99319 GRANVILLE ONLINE COURSE - List courses below on next page
5A047 AP STUDIO ART: DRAWING	99359 OFF - SITE COURSES
53152 THEATRE ARTS I BEGINNING	<input type="checkbox"/> VGCC CCP -List courses below on next page
53162 THEATRE ARTS II	<input type="checkbox"/> NCSSM -List courses below on next page
	<input type="checkbox"/> SPARKNC -List courses below on next page
TURN OVER ---- MUST COMPLETE BACK PAGE	TURN OVER ---- MUST COMPLETE BACK PAGE

Physical Education		Career and Technical Education	
60492 HEALTH AND PHYSICAL EDUCATION: 9-12		JROTC Electives	
60632 SPORTS MEDICINE I		95012 ROTC I	
60292 ADVANCED PHYSICAL EDUCATION		95022 ROTC II	
60292 STRENGTH AND CONDITIONING		95032 ROTC III	
		95042 ROTC IV	
		95052 ROTC V	
		95062 ROTC VI	
		95072 ROTC VII	
		95082 ROTC VIII	
Career and Technical Education		Career and Technical Education	
AGRICULTURE		BUSINESS, FINANCE, MANAGEMENT	
AU102 FOUNDATIONS OF AGRICULTURE		BB422 BUSINESS MANAGEMENT II	
AA212 ANIMAL SCIENCE I		ME112 ENTREPRENEURSHIP I	
AA225 HONORS ANIMAL SCIENCE II - FOOD ANIMAL		ME125 HONORS ENTREPRENEURSHIP II	
AA232 ANIMAL SCIENCE II - COMPANION ANIMAL		ML815 HONORS VIRTUAL ENTERPRISE I (Yearlong 2 credits)	
AA415 HONORS VETERINARY ASSISTING		ML825 HONORS VIRTUAL ENTERPRISE II (Yearlong 2 credits)	
AP412 HORTICULTURE I - INTRO TO PLANTS		BA102 ACCOUNTING	
AP425 HONORS HORTICULTURE II - PLANT PRODUCTION		BA202 ACCOUNTING II	
AS312 AG MECHANICS I		MH312 SPORT and EVENT MARKETING I	
AS325 HONORS AG MECHANICS II		MH322 SPORT and EVENT MARKETING II	
AS335 HONORS AG MECHANICS II - SMALL ENGINES			
Career and Technical Education		Career and Technical Education	
COMPUTER SCIENCE, INFORMATION TECH & TECHNOLOGY		HEALTH SCIENCES	
CC102 MICROSOFT WORD & POWERPOINT	(JFW only)	HP705 HONORS PLTW PRIN. OF BIOMEDICAL SCIE. (JFW only)	
CC115 HONORS MICROSOFT EXCEL	(JFW only)	HP715 HONORS PLTW HUMAN BODY SYSTEMS (JFW only)	
CE105 HONORS PLTW INTRO TO ENGINEERING DESIGN	(SGHS only)	HP725 HONORS PLTW MEDICAL INTERVENTION (JFW only)	
CE115 HONORS PLTW PRINCIPLES OF ENGINEERING	(SGHS only)	HP735 HONORS PLTW BIOMEDICAL INNOVATIONS (JFW only)	
CE175 HONORS PLTW COMPT INTEGRATED MANUF	(SGHS only)	HU102 FOUNDATIONS OF HEALTH SCIENCE (SGHS only)	
CD202 3D MODELING AND ANIMATION I	(SGHS only)	HU402 HEALTH SCIENCE I (SGHS only)	
CD212 3D MODELING AND ANIMATION II	(SGHS only)	HU422 HEALTH SCIENCE II (SGHS only)	
CS102 INTRO TO COMPUTER SCIENCE		HN435 HONORS NURSING FUNDAM. & PRACT (2 credits) (SGHS only)	
CP102 PYTHON PROGRAMMING I		HN#5 HONORS CERTIFIED MEDICAL ASSISTANT (2 credits) (FALL) (SGHS only)	
CP115 HONORS PYTHON PROGRAMMING II		Career and Technical Education	
Career and Technical Education		FAMILY & CONSUMER SCIENCES (JFW only)	
TRADE & INDUSTRIAL		FN412 FOODS AND NUTRITION I (JFW only)	
IC002 CONSTRUCTION CORE	(JFW only)	FN422 FOODS AND NUTRITION II (JFW only)	
IC115 HONORS MASONRY I	(JFW only)	OTHER CTE	
IC125 HONORS MASONRY II	(JFW only)	CC452 CAREER MANAGEMENT	
IC135 HONORS MASONRY III	(JFW only)	WB#5 CTE INTERSHIP HONORS	
IT112 AUTOMOTIVE SERVICE FUNDAMENTALS		WB#5 CTE ADVANCED STUDIES HONORS	
IT162 AUTOMOTIVE SERVICE I		GRANVILLE ONLINE - List Courses:	
IT175 HONORS AUTOMOTIVE SERVICE II		1. _____	
IT185 HONORS AUTOMOTIVE SERVICE III		2. _____	
ID112 DRONE TECHNOLOGY I		3. _____	
		VGCC CCP -List courses:	
		1. _____	
		2. _____	
		3. _____	
		NCSSM AND/OR SPARKNC -List courses:	
		1. _____	
		2. _____	
		3. _____	
***** MUST COMPLETE ALTERNATE COURSES*****			
Select alternates carefully. You may be enrolled in these courses.			
LIST 3 ALTERNATE COURSES			
1. _____			
2. _____			
3. _____			
Student Signature: _____		Parent Signature: _____	
DATE: _____		DATE: _____	

Granville County Public Schools

8th Grade High School Registration Form

Student First Name: _____ Student Last Name: _____

Student ID Number: _____ All students MUST choose 8 courses and list 3 alternate courses.

School Location for 2025-26: ☐ JF Webb HS ☐ South Granville HSThe GCPS Registration Guide contains course descriptions and can be found at <http://www.gcs.k12.nc.us> under Students

ENGLISH - Choose 1	SCIENCE - Choose 1	SOCIAL STUDIES - Choose 1
10215 HONORS ENGLISH I	35012 EARTH/ENVIRON SCIENCE	43032 WORLD HISTORY
10212 ENGLISH I	35015 HONORS EARTH/ENVIRON SCIENCE	43035 HONORS WORLD HISTORY
MATH - Choose 1 or 2 (depending on 8th grade math & Math EOG)		43112 AMERICAN HISTORY
20902 FOUNDATIONS OF NC MATH 1	33205 HONORS BIOLOGY (if taken EES in 8th grade)	43115 HONORS AMERICAN HIST
21092 NC MATH 1		
21095 HONORS NC MATH 1		PHYSICAL EDUCATION - Choose 1
22092 NC MATH 2		60492 HEALTH AND PHYSICAL EDUCATION: 9-12
22095 HONORS NC MATH 2		

Below you should CHOOSE either 2 or 3 courses by placing an "X" in the box. Then you should choose 3 alternative courses by placing an "A" in the box. You may be enrolled in these alternative courses.

***** MUST COMPLETE ALTERNATE COURSES***** Select alternates carefully. You may be enrolled in these courses.

ARTS EDUCATION	OTHER ELECTIVES	
52162 MUSIC APPRECIATION	11412 SPANISH I	
523XX VOCAL MUSIC: CHORUS	11422 SPANISH II (if had Span 1 in MS)	
525XX BAND: CONCERT	10382 ENGLISH AS A SECD LAND (MLL requires teacher initials)	
525XX BAND: MARCHING	10382 ADVANCED ENGLISH AS A SECD LAND (MLL requires teacher initials)	
541XX VISUAL ARTS	99209 CURRICULUM ASSISTANCE (EC requires teacher initials)	
CAREER & TECHNICAL EDUCATION ELECTIVES	CAREER & TECHNICAL EDUCATION ELECTIVES by School	
All Schools	* courses require a prerequisite	JFWHS
CC452 CAREER MANAGEMENT		CC102 MICROSOFT WORD & POWERPOINT
AU102 FOUNDATIONS OF AGRICULTURE		CC115 HONORS MICROSOFT EXCEL*
AP412 HORTICULTURE I		IC002 CONSTRUCTION CORE
AS312 AGR MECHANICS I		IC115 HONORS MASONRY I *
AA212 ANIMAL SCIENCE I		HP705 PLTW PRINCIPLES OF BIOMEDICAL SCIENCES HONORS
AA225 HONORS ANIMAL SCIENCE II - FOOD ANIMAL *		FN412 FOODS AND NUTRITION I
AA232 ANIMAL SCIENCE II - COMPANION ANIMAL *		BA10 ACCOUNTING I
AP425 HON HORTICULTURE II - PLANT PRODUCTION*		
AS325 HONORS AG MECHANICS II *		SGHS
AS335 HONORS AG MECHANICS II - SMALL ENGINES*		MH312 SPORT and EVENT MARKETING I
95012 ROTC I		CD202 3D MODELING AND ANIMATION I
95022 ROTC II*		CE105 HONORS PLTW INTRO TO ENGINEERING DESIGN
BP012 INTRO TO COMPUTER SCIENCE		CE115 HONORS PLTW PRINCIPLES OF ENGINEERING*
CP102 PYTHON PROGRAMMING I *		HU102 FOUNDATIONS OF HEALTH SCIENCE
ME112 ENTREPRENEURSHIP I		HU402 HEALTH SCIENCE I*
IT112 AUTOMOTIVE SERVICE FUNDAMENTALS		
IT162 AUTOMOTIVE SERVICE I *		

In total you should have selected 8 courses and 3 alternates.

LIST THE 3 ALTERNATE ELECTIVE COURSES YOU MARKED "A" ABOVE - YOU MAY BE ENROLLED IN THESE COURSES.

1. _____
2. _____
3. _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Date: _____

Graduation and Career Development Plan

The graduation and career development plan is a “road map” for academic excellence in high school. It is also a plan for preparing yourself for life after high school where GCPS will prepare you to be enrolled, enlisted, or employed.

ENROLL/ENLIST: If you plan to pursue admission to a two or four-year college OR enlist in the armed services, choose your electives based on college admissions requirements and enlistment requirements. **EMPLOY:** If your plan is to seek employment immediately after graduation or pursue a certification, choose your electives to prepare you to enter the workforce. CTE courses should be aligned to complete CTE pathways in the career cluster for which you are most interested.

Before planning please do the following:

1. Review courses required for high school graduation or NC Academic Scholars' Program
2. Review courses that prepare you for your plans after high school (college, university, work).
3. Discuss course options with your parents or guardians, teachers, and school counselors.
4. Utilize this document to customize your four-year plan.

After High School, I plan to be Enrolled in a 2 or 4 year college or university to study _____, Enlist in the Armed Services or be Employed as a _____.

9th - Freshman Year	10th - Sophomore Year	11th - Junior Year	12th - Senior Year
Course Name	Course Name	Course Name	Course Name
Total Credits:	Total Credits:	Total Credits:	Total Credits:

GENERAL REGISTRATION INFORMATION

The information provided in this book is current at the time of printing. It is recommended that you work closely with your school counselor during the registration period to be aware of any changes. Your high school classes should be selected based on your career and educational aspirations. Careful four-year planning will give you a challenging class schedule that meets all requirements and allows the opportunity to explore your interests.

Steps for Completing the Registration Process

- The first step in the registration process is to determine the courses you have already completed. For incoming 9th graders, this could be the HS courses you completed in middle school or you may just be starting your high school courses. You should begin by studying the NC Graduation Requirements and plan what courses you will take each year using the Career Development Plan document on page 8. For current high school students, you should start by reviewing your transcript and checking off the NC Graduation Requirements you have already met and begin planning for those courses you will take in the following year to meet all requirements and meet your interests and plans for after high school graduation. **WILL you BE ENROLLED, ENLISTED, OR EMPLOYED?**
- Next you should read the course descriptions of both required courses and electives in which you are interested, and make sure you meet the prerequisite requirements. If you took a CTE prerequisite or CTE level I course you should consider taking the next level in the pathway to work towards being a CTE Concentrator. Talk with your school counselors and teachers for help in determining the courses you need. School staff members will make recommendations to you by using several criteria such as your previous performance, test scores and the AP Potential results based on your PLAN, PSAT and other information.
- Prior to your small group registration meeting with your counselor, discuss with your parent or guardian the courses you wish to select on the GCPS Registration Form and complete the registration form with signatures. During spring registration, students in grades 8-10 should register for **eight (8) units and three (3) alternates** for the upcoming school year. Rising seniors should ensure they have registered for ALL courses to meet graduation requirements in their senior year and have considered opportunities to be prepared for their plans after high school. This should include considering courses in SparkNC, Career and College Promise for both college transfer and Career and Technical Education certificate pathways, along with the course offerings available from NC School of Science and Mathematics.

THE 8 COURSES AND 3 ALTERNATES STUDENTS CHOOSE, DURING REGISTRATION, WILL MAKE UP THEIR FINAL SCHEDULE OF CLASSES FOR THE NEXT SCHOOL YEAR UNLESS A SERIOUS EXCEPTION ARISES MAKING IT ABSOLUTELY NECESSARY TO CHANGE A COURSE. Students are advised that alternate selections may be substituted for primary selections. Do not choose an alternate if you are not sincerely interested in that course. Students who wish to request a level change need to have a parent contact a counselor.

- Next, the student will bring the completed registration form to the small group registration meeting with your counselor. If you are not able to attend the meeting, there will be a make up time. During this meeting, the school counselor will assist students with course registration in Power Scheduler. Once this meeting is complete the student will **not** be able to make any changes to the registration for the upcoming school year. The student's schedule will become final at the end of the spring registration period. No changes will be made after the registration period has closed, except for level placement, when necessary.
- STUDENTS WHO FAIL TO FINISH THE REGISTRATION PROCESS (COMPLETE WITH PARENT SIGNATURE) WILL BE PLACED IN COURSES BY THEIR SCHOOL COUNSELOR.

NORTH CAROLINA GRADUATION REQUIREMENTS

Over the past few years, the State Board of Education has changed graduation requirements to better reflect the skills and knowledge students need for success in the workplace, and in community colleges, colleges and universities. Our goal is for students to be prepared for whatever they want to do after high school graduation. So, what do students need to do in order to receive a high school diploma from a North Carolina public school? The answer to that question depends entirely on when the student enters high school for the first time as a ninth grader. Additionally, students in the Occupational Course of Study will meet their own unique set of requirements.

NOTE: Students in grades 6-8 may receive graduation credit for high school math, science, social studies, second language courses taken in middle school and other electives. To receive high school course credit, middle school students must pass the course and be administered an EOC test, if the course has an EOC test. NOTE: Grades for such courses will be assigned and appear on a student's high school transcript, but will NOT count toward a student's high school GPA.

GCPS GRADUATION REQUIREMENTS

The social studies requirements for graduation depend on when students entered the 9th grade. All other requirements are consistent for any year the student entered 9th grade. Beginning with the graduating class of 2014-15, successful completion of cardiopulmonary resuscitation instruction is a graduation requirement.

Future Ready Course of Study		
<u>Social Studies Requirements Based on the year students entered 9th grade</u>		
<u>English</u>	4 Credits	English I, II, III, IV
<u>Mathematics</u>	4 Credits	NC Math I, II, III AND a 4th Math Course to be aligned with the student's post high school plans
<u>Science</u>	3 Credits	A physical science course: Chemistry or Physical Science Biology Earth/Environmental Science
<u>Social Studies</u> Entered 9th Grade in 2021-2022 and beyond	4 Credits	World History (WH) American History (AH) or AP US History Economics and Personal Finance (EPF) Founding Principles of the United States of America and North Carolina: Civic Literacy (FPUSANCCCL)
<u>Health and Physical</u>	1 credit	Health/PE
<u>State Required Electives</u>	6 credits	2 Elective credits of any combination from either: Career and Technical Education (CTE); Arts Education; Second Languages (2 Credits in the same language required to meet minimum admission requirements for schools in the UNC system.) 4 Elective credits strongly recommended (four course concentration) from one of the following: JROTC, CTE, Arts Education (e.g. dance, music, theater arts, visual arts)
<u>TOTAL Minimum State Requirements</u>	22 credits	
<u>Additional Credits</u>	Up to 10 credits	8 classes each year for 4 years
		Earn 29 or more Credits to Earn Graduation Honor Stole



Beginning with the Class of 2026, all students who earn 29 or more credits will receive a Granville County Public Schools Honor Stole to wear for graduation.

OCCUPATIONAL COURSE OF STUDY GRADUATION REQUIREMENTS

Select students as designated by their IEP

Content Area	Credits	Graduation Requirements: Students who entered ninth grade for the first time 2021-2022
English	4 Credits	English I, II, III, IV
Mathematics	4 Credits	Intro to Math Math I Financial Management Employment Prep IV: Math (to include 150 work hours)
Science	3 Credits	Biology Applied Science Employment Prep I: Science (to include 150 work hours)
Social Studies	4 Credits	Civic Literacy Economics and Personal Finance Employment Prep II: Citizenship IA (to include 75 work hours) Employment Prep II: Citizenship IB (to include 75 work hours)
World Languages	N/A	Not required
Health & Physical Education	1 Credit	Health/Physical Education
Career and Technical Education	4 Credits	Career/Technical Education electives
Electives	2 Credits	<u>2 Additional Employment Preparation Credits:</u> Employment Prep III: Citizenship IIA (to include 75 work hours) Employment Prep III: Citizenship IIB (to include 75 work hours)
Other Requirements		<ul style="list-style-type: none"> Completion of IEP objectives Career Portfolio-required <p>Total of 600 work hours included in Employment Prep I,II,III, and IV shall be as follows:</p> <ul style="list-style-type: none"> * 150 hours of school-based training * 225 hours of community-based training * 225 hours of paid employment or community volunteer
Total	22 Credits	600 work hours

NC HIGH SCHOOL TESTING REQUIREMENTS

1. End of Course (EOC) tests: In addition to coursework requirements, students must be administered these End-of-Course (EOC) tests in order to graduate from high school:

English II

Math I

Math III

Biology

2. Some Career and Technical Education (CTE) courses also have a required state-created exam or CTE Post Assessment. All other CTE courses have a proof of learning assessment called a performance-based measurement or an earned industry-recognized credential. Each of these proofs of learning will be completed throughout the course.

3. ACT: All 11th graders are required to take the ACT. This is given at school free of charge in the early Spring. These ACT scores from this state administration can be used by students for both four-year and community college admission purposes. The ACT assesses high school students' general educational development and their college readiness. The ACT has five sub-scores: four multiple-choice tests covering skill areas of English, mathematics, reading, and science; and the Writing Test measuring skill in planning and writing a short essay. Students may retake certain sections to get higher scores at a cost. The ACT is administered at selected sites nationally. For these administrations, students must pay and register several weeks prior to the test date. Registration information is available in the school counselors' office at each high school and at www.actstudent.org. **Students who demonstrate career and college readiness with an overall composite score of 19 or higher will earn an Honor Cord for graduation.**

4. WorkKeys Career Readiness Test: Seniors who satisfactorily complete 2 CTE courses (including one advanced course) will be registered to take the WorkKeys test. Students who complete a Career Pathway are eligible to take the test. This test is given in December for all eligible students and offered again in the Spring for any additional students. The results of this test can provide students with industry-recognized credentials that students can use when applying for work. For more information, visit: [NCDPI State Tests](http://NCDPI.State.Tests). **Students who demonstrate career and college readiness by scoring silver or higher on the ACT Workkeys Career Readiness Test will earn an Honor Cord for graduation.**

5. FINAL EXAMS - Granville County School Board Policy 3410 regulates high school final exams. ALL Final exams count for 20% of the students' final average in the course. Students in courses with state mandated assessments (EOC, and state-required CTE Post Assessments) CANNOT exempt their exams. Students enrolled in high school courses can be exempt from a NON - State mandated assessments if they have a grade of 90 or higher in the course and no more than 2 unexcused absences or a grade of 80 -89 and not more than 1 unexcused absence in the course. The exam grade will be the average of the two quarters for students who are exempt from the final exam.

PROMOTION REQUIREMENTS

Students enter the 9th grade upon promotion from the 8th grade.

To be Promoted*	Requirements
Promoted from Grade 9 to Grade 10	Students must have earned <u>6 units</u> , one of which must be English I.
Promoted from Grade 10 to Grade 11	Students must have earned <u>12 units</u> , two of which must be English I & II
**Promoted from Grade 11 to Grade 12	Students must have earned <u>20 units</u> , three of which must be English I, II & III

*Mid-year promotions may occur for qualifying students at the principal's discretion.

**The Granville County School Board has approved an exception to this promotion policy. The policy involves students with 19 credits, who are in good academic standing and are registered to earn three credits during the upcoming school year.

CLASS RANK

All courses in Granville County Schools are weighted for the purposes of determining class rank, selecting marshals, and determining National Honor Society and Honor Graduates. Students are ranked at the end of the first semester, and again at the end of the second semester. There may be a third-ranking at the end of summer school. Courses are weighted according to their difficulty and amount of outside preparation.

Graduates will be honored using the Latin Honors Diploma. A Granville County Public Schools Latin Honors Diploma represents exemplary completion of all state and local course requirements and the requirements of the state minimum competency standard while maintaining a core emphasis of 4 units of English, 4 units of mathematics, 4 units of social studies, 3 units of science, and the completion of 2 units of the same world language. Substitutions of career and technical courses for math or science requirements are not allowed for honors diplomas. Latin Honors would be recognized at graduation for the first time in the 2017-2018 school year based on weighted GPA, rounded to the thousandths place value.

- Students earning a GPA between 3.750 - 3.999 will receive cum laude distinction
- Students earning a GPA between 4.000 - 4.249 will receive magna cum laude distinction
- Students earning a GPA of 4.250 or greater will receive summa cum laude distinction

All students receiving the Latin Honor's designation will be presented medals during graduation practice. During the Graduation Ceremony, the students will be asked to stand with their honor group in the following order: Cum Laude, Magna Cum Laude, and Summa Cum Laude. There will also be a designation printed in the program for each student.

In addition to their Latin Honors Medal, the student(s) with the highest GPA will be named Valedictorian and receive a Valedictorian Medal and the student(s) with the second-highest GPA will be named Salutatorian(s) and receive a Salutatorian Medal. The Valedictorian(s) and Salutatorian(s) will be called to the stage to receive the Valedictorian Medal and Salutatorian Medal (in this order Salutatorian then Valedictorian).

In the event of a tie in the GPA, the 100-point numerical averages of high school transcripts will be used to determine final determination of Valedictorian and Salutatorian. The two students with the highest 100-point numerical averages will be selected to deliver speeches. In the event there is a three-way or more tie in GPA among the top students (Valedictorian), a blind lottery will be implemented to choose two students randomly to speak.

GRADES, GPA, & COURSE WEIGHTS

The State of North Carolina legislates the way classes are weighted and the way class ranks are determined. This serves to standardize these two processes so colleges have a basis for comparison. The NC Board of Education made changes to the grading scale and weighting of courses beginning with the 2015-2016 school year. For all students who entered the 9th grade during the 2015-2016 school year and beyond, AP classes will receive 1.0 quality point and Honors courses receive 0.5 quality points. **Career and College Promise community college classes receive quality points based on the determination by NCDPI.**

ALL high school students will receive grades and grade point averages (G.P.A.) conversions based on the following scale:

100 point grade	100-90	89-80	79-70	69-60	59-0
Letter grade	A	B	C	D	F
GPA conversion	4.0	3.0	2.0	1.0	0

Weighted GPA scale:

Letter Grade	Standard Course & Some Community College Courses	Honors Courses & Some Community College Courses	Advanced Placement & Some Community College Courses
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0	0	0

ACADEMICALLY AND INTELLECTUALLY GIFTED (AIG)

Students who have been identified as AIG (academically and intellectually gifted) are recommended to enroll in *at least* one honors or AP class each semester.

HONORS & ADVANCED PLACEMENT COURSES

Honors Courses in Granville County Public Schools include a variety of the following advanced learning indicators: acceleration, differentiation, enrichment, extension, and additional depth and complexity of the regular North Carolina Standard Course of Study. An honors course will provide students with the opportunity to participate in a variety of instructional practices - Inquiry-based learning, Project-Based Learning, Problem-Based Learning, in-depth analysis, multiple perspectives, integration of literacy standards, Seminars, and high levels of critical thinking and creativity. These criteria are in place for all Honors courses regardless of content area.

Inherently Honors - Some courses have been determined to be “Inherently Honors” by the state board of education based on the rigor of the standards and curriculum. These courses automatically earn students Honors credit.

Advanced Placement Courses or AP courses are available to students who wish to experience a college-level rigor. These courses are a wonderful opportunity for students to gain exposure to skill sets and workload that they will experience in colleges and universities. Students are encouraged to take the AP exam for each course they take as it could lead to college credit. NOTE - AP Exam fees are paid by the state for any student who wishes to take the National AP exam for the course. Students must sign up with their testing coordinator to take the exam. If a student registers for an AP exam and does not take the exam, the student is responsible for the cost.

GRADUATION HONOR CORDS AND STOLES

Beginning with the Class of 2026, students may earn a stole for graduation honors if they earn 29 or more credits during their four years of high school.(see page 11)

Graduation Honor cords are earned for academic excellence. Students can earn honor cords from the following organizations.

NC Governors School Participation - Blue and Gold Cord
JROTC Honors - Red, White and Blue Cords
Mu Alpha Theta Honor Society - Sky Blue and Gold Cords
National Art Honor Society - Rainbow Cords
National Honor Society - Gold Cords
National Technical Honor Society - Purple and White Cords
Phi Theta Kappa - VGCC Honor Society - Gold Stole
Project Lead the Way Biomedical Sciences Honors - Red and White Cords
Spanish Honor Society - Red and Gold Cords
Science National Honor Society - Multi Colored Cords

State FFA Degree Recipients - Blue and Gold Cords
SparkNC Honors - Blue, Green, and Yellow cord
Tri-M National Music Honor Society - Pink Cords
NCSSM Connect Scholar - Medals from NCSSM
Virtual Enterprises International - Blue, White and Green or Blue & Green Cords
Teacher Cadet Scholar Student Athlete - School colors
Webb - Red, White, Black
SGHS - White
ACT Proficient - Orange cords
ACT Workkeys Career and College Readiness - Orange and White Cord

APPRENTICESHIP NC

Granville County Public Schools has a licensed apprenticeship program with NC Community College system. We employ pre-apprentices and apprentices in several areas. This program allows students to work during and after high school and get FREE education during this time. Please ask your counselor about this program.

ATHLETIC PARTICIPATION

Eligibility: Students must have passed 3 out of 4 (4 x 4 block) classes during the preceding semester and been in attendance at least 85% of the semester. Summer school work used to make up part of the minimum load may be applied to the previous spring semester. Students must meet promotion requirements at the end of spring semester to be eligible for participation during the next fall semester. All first time 9th graders are eligible for the first semester of their 9th grade year. Additional requirements may apply. Contact your school for additional information regarding athletic eligibility.

CAREER AND COLLEGE PROMISE

The Career and College Promise program provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. This is a wonderful opportunity for qualified students to earn college credit FREE OF CHARGE while still in high school. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

1. A College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
2. A Career and Technical Education Pathway leading to a certificate, diploma or degree;
3. A Cooperative Innovative High School Pathway or enrollment in the Granville Early College High School

Options 1 and 2 are available for all high school students who meet enrollment requirements. Option 3 is for rising 9th graders and requires a specific application process to Granville Early College High School. All inquiries about this program should be directed to the counseling staff at your school. For additional information please visit: [VGCC Career and College Promise Guide](#) See [Appendix A](#)

REPEATING A COURSE FOR CREDIT

As outlined in Granville County Public Schools Policy 3460, once having been awarded a credit in a course, a student may repeat the same course, but will not receive an additional credit. Students may not receive credit for the same course twice; therefore, students who are awarded high school credit in middle school may not again receive credit if the course is repeated at any grade level. There is no differentiation in the North Carolina Standard Course of Study between an honors and a standard level course. Therefore, a student who has taken either the standard level or the honors level of a course may not repeat either level of the same course for additional credit. A student may take selected Arts or Physical Education courses multiple times and receive multiple credits.

A student may repeat a failed course for credit with **grade suppression**. The passing grade for the new course will appear on the transcript, and the failing grade will be removed. Students' requesting grade suppression will repeat the full course face to face.

A student may repeat a failed course for **credit recovery**. If it is the first time failing the course, with a grade of 40-59, the student may enroll for credit recovery. If it is the first time failing the course with a grade of 39 or below, the student must repeat the course in a face to face class. (Note: Students who have failed an **EOC course** for the first time, with a final grade of 39 or below, but are unable to enroll in the face-to-face course **during the same school year**, will be offered credit recovery.) If the student is failing the course for the second time, the student may enroll for Credit Recovery regardless of final grade. Parents, students, and the counselor must sign the Credit Recovery Agreement. Beginning with the 2025-26 school year, for non-elective graduation requirements, the PSU shall award a numeric grade for credit recovery. The numeric grade assigned to credit recovery shall be factored into the pre-existing Incomplete or Fail course grade on the student's transcript to a degree that is proportional to the percentage of the course completed through credit recovery, resulting in a new passing numeric grade for the course. Beginning with the 2025-26 school year, for elective courses, the PSU may award a numeric grade or Pass grading mark for credit recovery in accordance with local policy. This grade will replace the Incomplete or Fail grading mark.

NORTH CAROLINA ACADEMIC SCHOLARS AND DIPLOMA ENDORSEMENTS

Students must:

- ❖ *Begin planning for the endorsements before entering 9th grade to ensure they obtain the most flexibility in their course selection.*
- ❖ *Complete all the requirements by the time of graduation.*
- ❖ *Students may earn a Career Endorsement, a College Endorsement, and/or a North Carolina Academic Scholars Endorsement.*

North Carolina Academic Scholars Students must:	Have an overall 4-yr unweighted GPA of 3.5*	Complete all course requirements under the Future-Ready Core Course of Study	Complete the Future-Ready Core mathematics sequence of Math I, II, III, and a higher level mathematics course with Math III as a prerequisite	Two (2) elective credits in a world language (other than English)	Four (4) 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	Three (3) elective higher level courses taken during junior/senior years which carry 4.5 or 5 quality points such as : -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing course -On-line courses -Other honors or above designated courses
College/UNC Endorsement Students must:	Have an overall 4-yr weighted GPA of 2.5*	Complete all course requirements under the Future-Ready Core Course of Study	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 admission requirements	Two (2) elective credits in a world language (other than English)	No concentration required	Three (3) credits of science including at least one physical science, one biological science, and one laboratory science, which must include either physics or chemistry
College Endorsement Students must:	Have an overall 4-yr unweighted GPA of 2.6*	Complete all course requirements under the Future-Ready Core Course of Study	Complete the Future-Ready Core mathematics sequence of Math I, II, III, and a fourth mathematics course that either meets University of North Carolina system minimum requirements or North Carolina Community College System Multiple Measures for Placement	No world language required	No concentration required	No additional requirements
Career Endorsement Students must:	Have an overall 4-yr unweighted GPA of 2.6*	Complete all course requirements under the Future-Ready Core Course of Study	Complete the Future-Ready Core mathematics sequence of Math I, II, III, and a fourth mathematics course aligned with the student's postsecondary plans	No world language required	Four (4) elective credits constituting a Career and Technical Education (CTE) concentration in one of the approved CTE Cluster areas	Earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments OR another appropriate industry credential/certification
Arts Endorsement Students must:	Have an overall unweighted GPA of 3.0 or higher in each arts credit	Complete all course requirements under the Future-Ready Core Course of Study	Complete a minimum of four NCSCOS arts courses.	No world language required	Shall complete a minimum of 40 hours of arts-related, board approved, extracurricular activities outside of instructional hours and receive no credit for participation in the activities.	Shall document the hours on the form provided on the GCPS website under Arts. Board Approved Arts Extra-Curricular Activities
Citizenship Endorsement Students must:	No GPA requirement	Complete all course requirements under the Future-Ready Core Course of Study	The student shall correctly answer at least 6 out of 10 questions asked of the civics portion of the U.S. Citizenship and Immigration Services (USCIS) Naturalization Test using the questions publicly available. The assessment must be given orally and offered to students at least once each semester.	No world language required	No concentration required	No additional requirements

16 UNC SYSTEM SCHOOLS AND THEIR REQUIREMENTS

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

For college admission, students must have a minimum of four math credits, one of which must be a course beyond Math III. The UNC System STRONGLY recommends students enroll in a math course their senior year. Students are also required to take an additional two academic courses from English, mathematics, science, social studies, world languages or computer science. Note: These courses should be selected in alignment with a student's academic and career objectives. Completion of two sequential world language courses is recommended.

EARLY GRADUATION

Granville County Board of Education allows students to graduate in less than four years. Graduation prior to that of one's class may be permitted for students who have completed all state and local requirements. Students who wish to graduate in January of their senior year should plan with their school counselor for this option in the fall of their senior year. Note that students who have enough credits to graduate at the end of the fall semester, may instead remain in school and enroll in GCPS elective courses, NCSSM Connect courses or VGCC under the CCP program earning college transfer courses at NO COST. Please see the NCSSM Connect guide or the CCP guide for requirements to enroll in these courses. Granville County Public Schools also provides an opportunity for students to graduate in August each year.

Students who wish to graduate in their junior year with 22 credits should begin planning this with their counselors no later than the spring of their Freshman year. This is a very rigorous plan of study and requires doubling of core courses. English IV can not be taken until the 3rd year of high school. Juniors who will graduate early with 22 credits will not be allowed to participate in any senior activities as they will still be classified as a junior at graduation. These activities include but are not limited to: being recognized as a senior on an athletic team, senior homeroom activities, graduation yard signs, and other graduation related activities. These students will not be included in the senior rank and will not be considered for valedictorian or salutatorian.

DRIVER EDUCATION

The classroom phase of driver education is offered to all eligible students, with priority going to the oldest student. The 32-hour class is taught during PM Flex. Students will be informed as to where and when to report to the designated teacher.

The driving phase is offered through the Health and Physical Education classes and during the students' lunch periods. During the time the students are driving, they are enrolled in PM Flex Health and Physical Education. As in the classroom phase, the oldest student, who has paid the \$65 fee, is given the opportunity to drive first. The current fee for Driver's Education is \$65.

ONLINE INSTRUCTION COURSE OPPORTUNITIES

There are several options for students wishing to take courses online. See each category listed below or speak with the school counselor.

1. NCVPS (North Carolina Virtual Public Schools)

Students may also take online courses through NCVPS. The link to course offerings may be found below. In all cases, registration for these courses MUST occur through the school counselor. <https://ncvps.org/>

2. NCSSM CONNECT Online (North Carolina School of Science and Math)

Students may also take online courses through NCSSM. The link to course offerings may be found below. In all cases, registration for these courses MUST occur through the school counselor. <https://www.ncssm.edu/online-program>



3. SparkNC

The SparkNC program is an innovative educational initiative designed to provide high school students in North Carolina with access to high-tech learning experiences across 17 school districts. SparkNC allows students to engage in a variety of courses focusing on fields in the high-tech industry. Through a flexible, learner-centered approach, students can select their modules, work at their own pace, and earn high school credits while collaborating with industry partners and educators. The program emphasizes hands-on learning and real-world applications, enabling students to build portfolios that demonstrate their skills and prepare them for future careers in technology. High-tech industry topics include: Artificial Intelligence, Cybersecurity, Game Development and Esports, Data Analytics, Computer Systems Engineering, Design UX/UI, Software Development, and Exploring Tech Fields. Students who are interested in participating in this program will need to reach out to the SparkNC Lab Coordinator.

4. GRANVILLE ONLINE (see course offerings below)

Granville Online is a program that provides the opportunity for students to take courses online through Granville Academy. Any student in grades 9-12 may request to take online classes. Students must obtain their parents' approval. Requests for online classes may be made online at www.gcs.k12.nc.us. Click Schools in the upper right corner, Choose "Granville Academy", select "Granville Online", then select, "Course Forms" and select the Semester Student Request form or go directly to this site: [Online Course Request](#) site. Once the request is entered to take a GO course, the student's school counselor and principal must approve the request. Courses may be taken for regular high school credit, honors, credit recovery or AP credit (for select courses). Many students take online courses to get ahead, offer scheduling flexibility, or to make up lost credit. Credit recovery courses may be offered through Edgenuity.

GRANVILLE ONLINE HIGH SCHOOL COURSE OFFERINGS

SUBJECT	GRANVILLE ONLINE COURSES AVAILABLE
ENGLISH COURSES	English 1*, English 2*, English 3*, English 4*
MATH COURSES	Foundations of Math 1, Math 1, Math 2*, Math 3*, Math 4*, s
SOCIAL STUDIES COURSES	American History*, World History*, Psychology*, Civics & Economics*, Civic Literacy*, Economics and Personal Finance
SCIENCE COURSES	Physical Science, Earth & Environmental Science*, Biology*, Chemistry*, Physics*
FOREIGN LANGUAGE COURSES	Spanish 1, Spanish II, Spanish III*, Spanish IV*, American Sign Language I, American Sign Language II
CAREER AND TECHNICAL EDUCATION COURSES	Business Essentials Career Management
ELECTIVES	ACT Prep, Bible and Its Influence on Literature, Creative Writing Workshop, Forensic Science, Greek Mythology, Health and Physical Education,, Journalism, Music Appreciation, Natural Disasters, Success 101, Honors Intro to Film Appreciation, Honors Intro to Animal Behavior, Communications 101: Speech & Debate, Seminar

*Also available at the Honors level.

HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS

As outlined in SBE Policy GCS-M-001, students have the opportunity to earn high school credit while in middle school. Granville County Public Schools will offer the following courses to middle school students: Math I; World History; Earth Science, Spanish I, Spanish II, American Sign Language I and II.

*Middle school students are able to earn credit towards their HS transcript but the grade does not count toward the student's high school GPA.

NC Math 1	Earth and Environmental Science
American Sign Language 1 & 2	Spanish 1 & 2
	World History

High School Courses Taken at the Middle School Frequently Asked Questions

Q: Is there a placement exam?

A: No. However, the parents of middle school students must meet with school counselors to carefully consider all of the options before enrolling in a high school course.

Q: Are students required to take an exam?

A: Yes. Students enrolled in Math I are required to take an End-of-Course test that counts 20% of their final grade and students enrolled in all other high school courses will have a final exam that counts 20% of their final grade.

Q: Are students required to take the English/Language Arts, Math, or Science EOG if they are in a high school course?

A: Yes. The EOG is required for all students in grades 3-8. However, if a student is enrolled in NC Math 1 during 8th grade they DO NOT have to take the 8th Grade Math EOG.

Q: Can a student repeat a course for credit at the high school level?

A: No. While a student may repeat a course that he/she passed, he/she may not receive credit for the same course twice.

Q: If a student earns credit at the middle school level, will the credits count toward high school graduation?

A: Yes. Students who have earned one (or more) units of credit in middle school must take the remaining graduation requirements in high school.

Q: Will the grades earned for high school courses appear on the transcript?

A: Yes. The grade will be listed on the transcript under Grades 6, 7, or 8 with one unit of credit.

Q: Will the grade earned be included in the student's high school grade point average (GPA)?

A: No. Only courses taken during the high school years will be included in the student's grade point average. Grades for courses taken in middle school are not included in the high school GPA calculation.

SPECIALTY SCHOOLS

Granville Early College High School

Granville Early College High School's [admission process](#) is by application only. Below are the procedures that will guide the student selection process at Granville Early College High School (GECHS):

1. Applications will be available on the school website beginning on January 7, 2025. The application will close on February 4, 2025.
2. GECHS will host information sessions for students and families.

Selection Process

1. A staff team of three members reviews each application using a rubric with a maximum score of 40 points

2. After scoring is complete the individual scores are averaged to give the student an overall score
3. Applications will be ranked by overall score (highest to lowest)
4. Applicants with a minimum overall score of 24 will be entered into the lottery
5. There are two categories of rankings:
 - a. The first group is comprised of the students who meet the application requirements and are designated first-generation college and/or low-income
 - b. The second group is comprised of the remaining candidates who meet the application requirements
6. Each group will have a separate lottery with the intention of a cohort that is 80% from the first group and 20% from the second group
7. Accepted students and parents/guardians must sign a contract committing to attend the school for the following school year

Transportation:

Granville Early College High School operates its own fleet of buses. Bus routes will be determined using the following process:

1. On the parent/guardian contract, the parent/guardian will indicate if bus transportation is needed.
2. Each school will provide a list of all students who need bus transportation to the Transportation Crew Lead
3. The Transportation Crew Lead will create bus routes for each of these schools.
4. Each school will share the transportation plan with their families.

Sports and Extracurricular Activities:

GECHS supports a number of student-initiated clubs and organizations. Students are encouraged to propose new clubs that align with their interests.

GECHS does not offer a sports program or marching band; however, any student interested in such activities may choose to try out/participate in said activities at their zoned school.

GECHS General Academic Plan

Granville Early College High School (GECHS)
GECHS **SAMPLE** 5-Year Academic Plan

Freshman Year	Honors English I	Honors World History	Honors Earth Science	Honors Math II
	Advisory High School Seminar	ACA 115 Success & Study Skills	BUS 270 Professional Development	PED 110 Fit & Well for Life
Sophomore Year	Honors English II	Honors Civic Literacy	Honors Biology	Honors Math III
	*ART 111 Art Appreciation	HEA 110 Personal Health/Wellness	*SOC 210 Intro to Sociology	*CJC 111 Intro to Criminal Justice
Junior Year	ENG 111 Writing & Inquiry and ENG 112 Writing/Research	Honors Economics & Personal Finance	ACA 122 College Transfer Success	Honors Precalculus
	ENG 231 American Lit I or ENG 232 American Lit II	HIS 131 American History I and HIS 132 American History II	SPA 111 Spanish I and SPA 112 Spanish II	*MUS 110 Music Appreciation
Senior Year	ENG 241 British Lit I or ENG 242 British Lit II	BIO 110 Principles of Biology or BIO 111 General Biology I and BIO 112 General	Honors Chemistry	MAT 152 Statistics or MAT 171 Precalculus Algebra and MAT 172 Precalculus

		Biology II		Trigonometry
	Advisory High School Seminar	College class		

Super Senior Year	College classes These have been popular among GECHS students: BUS 110, BUS 137; CJC 121, CJC 141; HUM 115; MUS 112, MUS 233; PHI 240; PSY 150, PSY 241, PSY 281; SOC 220.			
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- All high school classes are year-long. College classes vary in length with some 8-week classes and some 16-week classes.
- College classes are in bold green type. * indicates elective classes.
- The Associate in Science degree requires BIO 111, BIO 112, MAT 171 and MAT 172.

Granville Academy

Granville Academy's selection process is by application only. The application can be found on the Granville Academy school website (www.ga.gcs.k12.nc.us) and is available directly by this link: <https://bit.ly/GranvilleAcademyApp2024-2025>.

Selection Process:

1. The application committee will review each application using the Granville Academy application rubric.
2. Once the application is received, families will be sent an automatic email requesting specific information in order to process the application. Any delay in returning the information, will result in a delay in the application process.
3. The following documents are used to help determine acceptance:
 - a. previous year EOG/EOC/State testing scores in reading and math,
 - b. previous and current year core grades,
 - c. absences and tardies,
 - d. discipline history,
 - e. reason for attending GA, and
 - f. a recent teacher recommendation.
4. An interview may also be scheduled as part of the application process.

Internal and External Transfers:

Granville Academy will accept internal transfers (students currently enrolled in a Granville County Public School) during the district open enrollment window in the Spring. After the enrollment period ends, no internal transfers will be able to be processed.

Granville Academy will continue to accept external transfers (students who are not currently enrolled in a Granville County Public School) throughout the school year.

Transportation:

All candidates applying to Granville Academy should know, transportation is **not** provided to or from the school.

Sports and Extracurricular Activities:

Candidates should know that Granville Academy does not offer a sports program or extracurricular activities such as marching band, etc. However, any student interested in such activities can choose to try out/participate in said activities at their zoned school. Students must meet the academic and conduct requirements at GA in order to be eligible to participate in athletics and extracurriculars at their base school.

COURSE DESCRIPTIONS

ALL COURSES ARE OFFERED AT ALL SCHOOLS AND ARE ONE UNIT CREDIT UNLESS OTHERWISE INDICATED. *Specialty Schools may not offer some courses.

Legend:

	Granville Central High School
JFW	J.F. Webb High School
SGHS	South Granville High School
GA*	Granville Academy (also available through Granville Online at the base school)
GECHS*	Granville Early College High School

ENGLISH

English I (10212) OR Honors English I (10215)

English I covers a variety of topics in both oral and written expression. Genres of literature (poetry, short stories, novels, essays and other nonfiction, and drama) are explored. Within each genre, emphasis is placed on literary terms, characteristics, and interpretation. Also, written expression is covered through student writing and grammar. Oral expression revolves around correct English usage in everyday communication and formal oral presentation. The student must pass course work in order to receive credit for this class and to be promoted to grade 10.

English II (10222) OR Honors English II (10225)

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. The student must pass course work and be administered the EOC in order to receive credit for this class and to be promoted to grade 11.

English III (10232) OR Honors English III (10235)

Prerequisite: English II

This course focuses on essay writing skills and language study as well as the comprehension and analysis of American literature. Students will continue to study writing, vocabulary, and language skills while exploring the major and minor works of American literature. The student must pass course work in order to receive credit for this class and to be promoted to grade 12.

AP English Language and Composition (1A007)

Prerequisite: English II

Students in Advanced Placement English Language and Composition will be exposed to course material that is equivalent in content and difficulty to a college-level introductory English course. Their rhetorical analysis should help students enhance their understanding of writing and rhetorical arguments by exploring concepts such as rhetorical situation, claims and evidence, reasoning and organization, and style. It is strongly recommended that students enrolled in this course take the AP test in spring so that colleges may consider giving credit for the successful completion of this rigorous course. Colleges and universities reserve the right to determine if students will be awarded college credit for their performance on the examination. This course satisfies the English III requirement for graduation.

English IV (10242) OR Honors English IV (10245)

Prerequisite: English III

This course offers studies in grammar, punctuation, diction, and vocabulary, along with a study of paraphrase and other expository skills for college preparation. This class will prepare students for college, technical school, or work experience. This course is a study in English literature, language, and composition. Students will read extensively and write various types of papers depending upon the class level. All classes may require some type of research project/paper.

AP English Literature and Composition (1A017)

Prerequisite: English III

Students in Advanced Placement English Literature and Composition will be exposed to course material that is equivalent in content and difficulty to a college-level introductory English course. Their literary analysis should help students enhance their understanding of literature and concepts such as character, setting, structure, perspective, and figurative language. It is strongly recommended that students enrolled in this course take the AP test in spring so that colleges may consider giving credit for the successful completion of this rigorous course. Colleges and universities reserve the right to determine if students will be awarded college credit for their performance on the examination. This course satisfies the English IV requirement for graduation.

WORLD LANGUAGES

NOTE: The UNC university system requires TWO UNITS of the same foreign language. Please refer to the Minimum Course Requirements for Undergraduate Admission to the UNC University System on page 17 of this document.

Spanish I (11412)

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

Spanish II (11422)

Prerequisite: Spanish I

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

Honors Spanish III (11435) (Elective GA/GO only) *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. Spanish III is an honors-level course.

Honors Spanish IV (11445) (Elective GA/GO only) *Prerequisite: Spanish III*
Honors Spanish IV is a continuation of Honors Spanish III in which students will examine poetry, short stories, and read a book in the target language. Students are expected to be self-motivated and willing to work independently to be able to interpret and explain concepts not directly stated in the text. Students will be expected to speak in Spanish within their knowledge base. Students will continue and expand on the basics of Spanish grammar and structure. Students will be exposed to contemporary Latin American usage of the language.

American Sign Language I (12812) (Elective GA/GO only)
American Sign Language is an NCDPI-approved elective. Students will learn basic ASL communication. The Course includes sign vocabulary, fingerspelling, numbers, and expressive and receptive signing activities as well as the history of ASL and becoming knowledgeable of aspects of Deaf Culture which is an integral part of meaningful language use. During this course, students will learn about assistive technology for Deaf and Hard of Hearing students. ASL, level 1, is designed to give students a good basis for signed communication.

American Sign Language II (12822) (Elective GA/GO only) *Prerequisite: American Sign Language I*
American Sign Language is an NCDPI-approved elective. Students will expand on the knowledge gained during ASL 1 and work to improve their ability to communicate using sign language. Students will work on grammar for sign language and how it is different from spoken language.

MATHEMATICS

A MINIMUM OF ONE ADDITIONAL MATH COURSE BEYOND MATH III IS REQUIRED FOR STUDENTS WHO PLAN TO ATTEND A 4-YEAR COLLEGE OR UNIVERSITY. SENIORS SHOULD TAKE A MATH THEIR SENIOR YEAR.

Introductory Mathematics (20202)

This course provides students with math skills necessary to be successful in the NC Math 1, 2, 3 sequence. This course can be used as a math credit toward graduation in the principals' exception math option.

Foundations of NC Math 1 (20902)

Foundations of NC Math 1 provides students a survey of preparatory topics for the high school NC Math 1, 2, 3 sequence, including computing with real numbers, geometry and measurement, linear relations and functions, and graphs and data analysis. Appropriate technologies, including manipulatives and calculators, are used regularly for instruction and assessment.

NC Math 1 (21092) or Honors NC Math 1 (21095)

This course will require students to create, solve and graph equations, inequalities, and systems of equations. Students will make judgments about appropriateness of linear models and use a formal means of assessing how models fit data. In this course students will be introduced to quadratic and exponential functions. Rational exponents and descriptive statistics will be studied. This is an EOC course. Graphing calculators will be used. (TI-84+ is the recommended graphing calculator)

NC Math 2 (22092) or Honors NC Math 2 (22095)

Prerequisite: NC Math 1

This course will expand on concepts taught in NC Math 1. 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. This course will introduce students to right triangle trigonometry and explore rules of probability to compute probabilities and interpret data. Graphing calculators will be used. (TI-84+ is the recommended graphing calculator)

NC Math 3 (23092) or Honors NC Math 3 (23095)

Prerequisite: NC Math 2

This course will expand on concepts taught in NC Math 2. 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. Graphing calculators will be used. (TI-84+ is the recommended graphing calculator)

NC Math 4 (24002) or Honors NC Math 4 (24005)

Prerequisite: NC Math 3

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, this course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, students majoring in non-STEM fields will take an entry-level college algebra or introductory statistics course, which students would be well prepared to take after this course. Students who decide to major in a STEM field will be well positioned to take a college pre-calculus course after taking this course.

AP Precalculus (2A047)

Prerequisite: Honors NC Math 3

This course may be taken as a fourth math or for students who plan to take AP Calculus. Topics include theory of equations, functions, logarithms, analytical geometry, limits, and trigonometry. Students will complete projects & in-depth assignments. A graphing calculator is required for this class.

AP Calculus AB (2A007)

Prerequisite: AP Precalculus

This course is offered subsequent to Prep for AP Calculus. Students will follow the AB Calculus syllabus and take the AP Exam to receive possible college credit. This course is recommended for college-bound students interested in a math or science related field. A graphing calculator is recommended for this class.

AP Statistics (2A037)

Prerequisite: NC Math 3 or NC Math 4

This course is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

SCIENCE

Earth/Environmental Science (35012) or Honors Earth/Environmental Science (35015)

This is an introductory course that integrates science process skills in the study of Earth and Environmental Science. This course covers: Astronomy, Ecology, Geology, Meteorology, & Oceanography. Successful completion of this course is a graduation requirement.

AP Environmental Science (3A027)

This course is intended to provide a rigorous introductory college Environmental Science course with laboratory activities for high school students. Learners will study natural and technological systems. The following concepts will serve as the framework for learning objectives: Systems, order and organization; evidence, models and explanation; constancy, change and measurement; evolution and equilibrium; form and function.

Biology (33202) or Honors Biology (33205)

Prerequisite: Earth/Environmental Science

The biology curriculum includes topics such as the chemistry of life, cells, genetics, ecology, and the diversity of life. This is an EOC Course.

AP Biology (3A007)

Prerequisite: Honors Biology

The course 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. AP Biology is taught on a college freshman level. Students who enroll in AP Biology are strongly encouraged to take the AP Biology Exam in May in order to qualify for potential college credit.

Physical Science (34102)

This course is a basic study of matter and energy. Some of the topics to be covered include motion, acceleration, the atom, chemical reactions, electricity, magnetism, forces, light, sound, and waves.

Chemistry (34202) or Honors Chemistry (34205)

This course includes the study of the structure, properties, preparations, and uses of elements and their compounds. Relationships are presented and studied in mathematical terms. Successful completion of this course satisfies the physical science graduation requirement.

AP Chemistry (3A017)

Prerequisite: Honors Chemistry

This course follows the guidelines for AP Chemistry and is an in-depth study of chemistry. Learning strands include: nature of science; science as inquiry; science and technology; science in personal and social perspectives. Students who enroll in AP Chemistry are strongly encouraged to take the AP Chemistry Exam in May in order to potentially earn college credit.

Forensic Science (30202)

Using the same techniques that are being used by forensic scientists and crime scene investigators, students will be able to test the principles they have learned in previous science courses, i.e. Earth Science, Biology, and Chemistry/Physical Science in a laboratory setting. Students will use critical thinking skills in order to interpret “real” data, express data graphically, and present their results in oral and written forms. This course will count as a science elective credit; this course will NOT count as one of the three required science credits to graduate.

AP Physics I (3A057)

AP Physics I includes topics in mechanics and thermal physics, waves and optics, and atomic and nuclear physics at a level appropriate for a college introductory course for majors in the natural sciences outside of the physical sciences and engineering. AP Physics is recommended as a course for students interested in life, medical and/or applied science. Algebra and trigonometry are used to quantitatively study nature and describe phenomena. Inquiry is applied to the study of matter and energy and their interaction.

SOCIAL STUDIES

World History (43032) or Honors World History (43035)

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity. The standards for this course seek to move beyond the rote teaching of world history to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization. The goal of this course is to blend the historical with the contemporary and current so that students begin to acquire an understanding of how the historical events and decisions of ancient, classical, and modern history have implications or lasting impacts that have influenced the world in which we currently live.

American History (43112) or American History Honors (43115) *Prerequisite: World History*

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

Founding Principles of the United States of America and North Carolina: Civic Literacy (43182)

Honors Founding Principles of the United States of America and North Carolina: Civic Literacy (43185)

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution.

Economics and Personal Finance (43192) or Honors Economics and Personal Finance (43195)

This course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

AP U.S. History (4A077)

Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Psychology (44032) or Honors Psychology (44035)

This elective course engages 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. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering 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. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

Honors African American Studies (46015)

African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understandings of students interested in learning about the histories, cultures and economic, geographic and political realities of African Americans. This course should provide students with an opportunity to engage with social, economic and political activities of African Americans in a way that allows them to make deep connections across the continent. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure deeper understanding for students.

HEALTH AND PHYSICAL EDUCATION

Health & Physical Education (60492)

This is a course that all freshmen are required to take. This course is required for graduation. Any student that fails this course will not be allowed to take it again until their senior year. All required Health & P.E. classes will include at minimum the following units: Mental and Emotional Health, Personal Hygiene and General Body Condition, Nutrition, Drug Awareness, Aging and Death and many other Health/P.E. related topics including those outlined in the Healthy Youth Act. In P.E., the classes will focus on conditioning, team sports, and individual or small group activities with positive benefits for future years.

Sports Medicine I (60632)

Prerequisite: Health & Physical Education

This course will provide students with a basic knowledge of athletic training. Students will be trained in the prevention, recognition, evaluation, management/treatment and disposition, rehabilitation, organization, and administration, and education and counseling for injuries occurring to athletes and physically active individuals. A minimum number of clinical and field hours are required. Students will be expected to serve in a volunteer capacity (under the direct supervision of a certified athletic trainer) with the competitive teams of the school's athletics department.

Advanced Physical Education (60292)

Prerequisite: Health & Physical Education

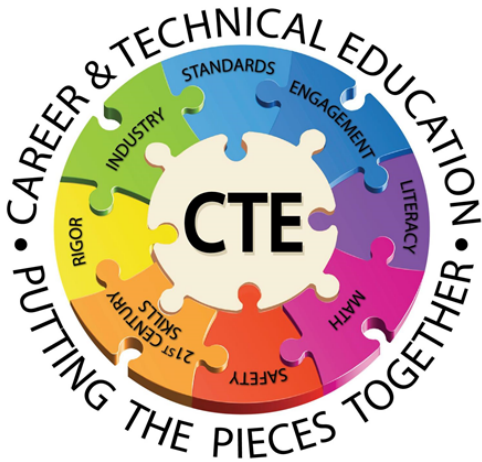
A physical education class featuring many team sports and activities including: football, basketball, softball, volleyball, soccer, fitness testing. Students will be teaching each other the fundamentals of these sports and various other activities. This is a partially student led and student driven class, which will entail the students teaching sports-related skills to their peers.

Strength and Conditioning I (60292)

Prerequisite: Health & Physical Education

This course is designed for the active student and requires a high level of self-discipline and dedication. It will be designed to improve total physical fitness through running (both short and long distances), agility drills including aerobic activities, muscle developing, toning exercises and weight training.

CAREER AND TECHNICAL EDUCATION

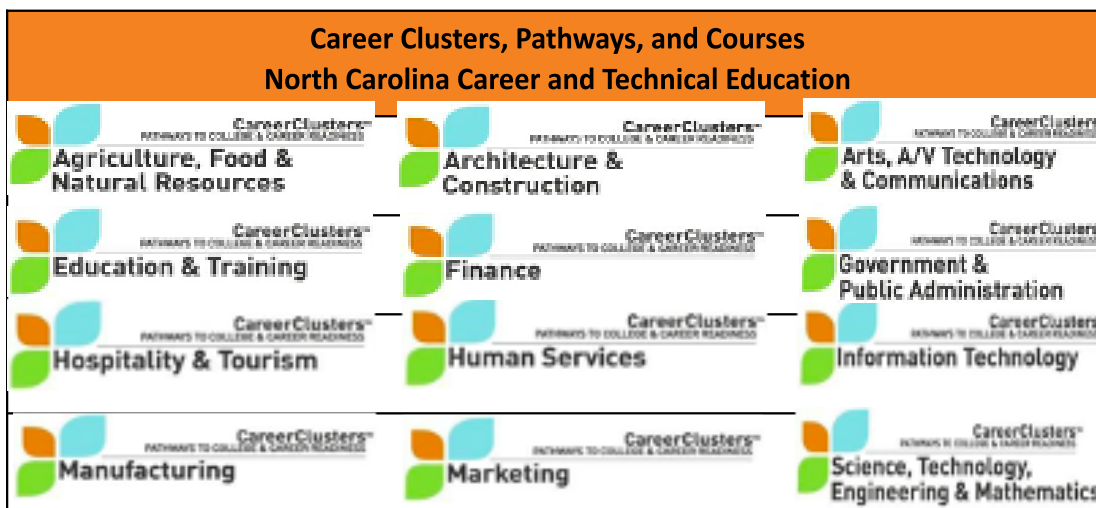


Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.



Why Should You Take Career and Technical Education (CTE) Courses?

- GCPS Seniors who are CTE Concentrators have a 97% four year graduation rate.
- These courses provide high skill, high wage, high demand occupations
- To get a head start on earning college credits while in high school
- To gain an advantage over your peers by completing nationally recognized credentials and certifications before high school graduation.
- Hands-on work based learning with community businesses through activities such as internships and apprenticeships.



Become a CTE Concentrator!!

A concentrator is a student who has earned at least two technical credits in a Career Pathway, at least one of these courses must be a concentrator course (Level 2). Concentrators are eligible for the WorkKeys Career Readiness Exam offered in the 12th grade.

GCPS Seniors who are CTE Concentrators have a 97% four year graduation rate.

Please discuss with your School Counselor or a CTE teacher for more information on these opportunities.

Career and Technical Education (CTE) Program Descriptions:

AGRICULTURAL EDUCATION (AG) prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. Agricultural Education prepares students for more than 300 careers in the agricultural industry including production, financing, processing, marketing, and distribution of agricultural products. Agricultural Education develops leaders for the vast network of supporting careers that provide the supplies, services, management, and conservation of our natural resource systems. The Agricultural Education program is built on the three core areas of classroom and laboratory instruction, supervised agricultural experience programs, and FFA student organization activities.

BUSINESS, FINANCE, AND MARKETING EDUCATION (BFM) provides students with meaningful instruction for and about business. Instruction in Business, Finance and Marketing Education encompasses business skills and techniques, an understanding of basic economics, an understanding of making socioeconomic decisions and producing goods and services to consumption, and business attitudes essential to become a globally engaged and productive citizen. BFM plays a key role in preparing a competent, business-literate, and skilled workforce. The associated curricula have real-life relevance that empowers and helps young adults to compete in a global marketplace while managing their own financial affairs and making intelligent consumer and business-related choices.

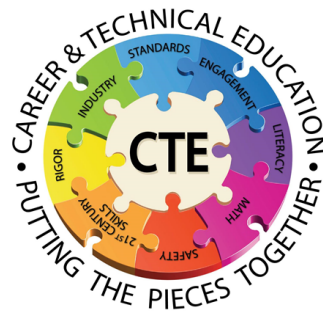
CAREER DEVELOPMENT EDUCATION is a curriculum that provides the foundation to prepare students for careers and education in the 21st century; it is designed to introduce students to the opportunity to understand and make connections between their interests, attitudes, values, personality, learning styles, skills, and career choices. Students understand the lifelong, sequential process of determining self and career identity.

COMPUTER SCIENCE, INFORMATION TECHNOLOGY (CSIT) EDUCATION is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services. Students will demonstrate knowledge of and proficiency in data representation and abstraction; effectively design, develop, and test algorithms; demonstrate knowledge of digital devices, systems and networks; and demonstrate an understanding of the role computer science plays and its impact in the modern world.

FAMILY AND CONSUMER SCIENCES EDUCATION (FCS) empowers individuals to manage the challenges of living and working in a diverse global society. Students develop human literacy as they master a complex set of essential skills and knowledge needed to achieve quality of life. They gain career preparedness as they acquire readiness to participate in a rapidly changing workforce and global economy.

HEALTH SCIENCE EDUCATION (HS) is a broad curriculum at the high school level that provides students with meaningful instruction for and about health care careers. Health Science Education plays a major role in meeting present and predicted needs for health care professionals within a health care delivery system characterized by diversity and changing technologies. Health Science Education is designed to prepare graduates as viable competitors in the healthcare industry and for advanced educational opportunities.

TRADE and INDUSTRIAL EDUCATION (T&I) programs provide students with the skills and conceptual knowledge needed for careers in industry, engineering and design. Students can focus on industry certifications for careers immediately after graduation or develop skills and knowledge needed for higher level professional degrees in engineering and design fields.



Career-Technical Student Organizations-- CTSOs

- All students in career and technical programs have an opportunity to develop and extend their learnings through participation in active career-technical student organizations (CTSOs). The program of work for each organization should be based on instructional competencies and be an integral part of the program.
- Any student enrolled in a career and technical course is eligible for membership in the career and technical student organization associated with that program.
- CTSOs develop character, citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. They enhance students' civic awareness and provide opportunities for developing social competencies and a wholesome attitude about living and working.
- CTSOs provide a unique instructional method for attaining the competency goals and objectives identified in each course. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course blueprints.

Agriculture



Business, Finance, and Marketing



Family and Consumer Sciences



Marketing and Entrepreneurship



Technology Engineering and Design and IT



Trade and Industrial



Health Sciences



NC Career Pathways By Program Area Offered by GCPS

18 Pathways in 6 Program Areas

[Agricultural Education \(AG\)](#)

JFW, SGHS	Animal Science (ANSC)
JFW, SGHS	Plant Systems (PLSV)
JFW, SGHS	Power, Structural & Technical Systems (PSTE)

[Business, Finance, and Marketing Education \(BFM\)](#)

JFW, SGHS	Entrepreneurship (ENTRE)
JFW, SGHS	Sport and Event Marketing (SEMK)
JFW, SGHS	Accounting (ACCT)
JFW, SGHS	Virtual Enterprises (VE)
GECHS	Business Management and Administration (CCP BMA)

[Computer Science, IT and Technology Education \(CSITT\)](#)

SGHS	Digital Design and Animation (DIDE)
SGHS	PLTW Engineering (PLWE)
JFW, SGHS	Python Programming (PYPR)

[Family and Consumer Sciences Education \(FCS\)](#)

JFW	Food & Nutrition (FONU)
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[Health Science Education \(HS\)](#)

SGHS	Healthcare Professional (HPCP)
JFW	PLTW Biomedical Sciences (PLWB)

[Trades and Industrial Education \(T&I\)](#)

JFW, SGHS	Automotive Services (AUTO)
JFW	Masonry (MASO)
JFW, SGHS	Drone Technology (DRON)

[Junior Reserve Officer Training Corps \(JROTC\)](#)

JFW, SGHS	Junior Reserve Officer Training Corps (JROTC)
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CTE PATHWAYS CHARTS

Program Area		Agriculture			
LOCATION	Career Cluster	Career Pathway	Supplemental Employability Skills Courses	Supplemental Technical Courses	Foundational Prerequisite
JFW SGHS	Agriculture, Food, & Natural Resources (AGNR)	Animal Science (ANSC)		AU10 Foundations of Agriculture	N/A
JFW SGHS	Agriculture, Food, & Natural Resources (AGNR)	Animal Science (ANSC)		AU10 Foundations of Agriculture	N/A
JFW SGHS	Agriculture, Food, & Natural Resources (AGNR)	Plant Systems (PLSV)		AU10 Foundations of Agriculture	N/A
JFW SGHS	Agriculture, Food, & Natural Resources (AGNR)	Power, Structural, and Technical Systems (PSTE)		AU10 Foundations of Agriculture	N/A
JFW SGHS	Agriculture, Food, & Natural Resources (AGNR)	Power, Structural, and Technical Systems (PSTE)		AU10 Foundations of Agriculture	N/A
Program Area		Business, Finance, and Marketing (BFM)			
LOCATION	Career Cluster	Career Pathway	Supplemental Employability Skills Courses	Supplemental Technical Courses	Foundational Prerequisite
JFW SGHS	Finance (FINA)	Accounting (ACCT)	CC45 Career Management		N/A
GA JFW SGHS	Business Management & Administration (BMA)	Entrepreneurship (ENTRE)	CC45 Career Management		N/A
JFW SGHS	Business Management & Administration (BMA)	Virtual Enterprises (VE)	CC45 Career Management		N/A
SGHS	Hospitality and Tourism (HOSP)	Sport and Event Marketing (SEMK)	CC45 Career Management		N/A
GECHS	Business Management & Administration (BMA)	CCP BMA		BW15 BUS115 Business Law I	
Program Area		Computer Science and Technology (CSIT)			
LOCATION	Career Cluster	Career Pathway	Supplemental Employability Skills Courses	Supplemental Technical Courses	Foundational Prerequisite
SGHS	Arts, A/V Technology, & Communications (AAVC)	Digital Design and Animation (DIDE)	CC45 Career Management	N/A	N/A
JFW SGHS	Information Technology (INFO)	Python Programming (PYPR)	CC45 Career Management	CS01 Introduction to Computer Science	N/A
SGHS	Science, Technology, Engineering & Mathematics (STEM)	PLTW Engineering (PLWE)	CC45 Career Management	N/A	N/A

Intracurricular Career and Technical Student Organizations The National FFA Organization North Carolina FFA Association			
Prerequisite	Concentrator	Career Pathway Major	Credentials Offered
AA21 Animal Science I	AA22 Honors Animal Science II - Food Animal	AA41 Honors Veterinary Assisting WB01 CTE Advanced Studies Honors AGNR WB03 CTE Internship Honors AGNR	YQCA, National Beef Quality Assurance, NC Beef Quality Assurance, Elanco Vet Veterinary Medical Applications
AA21 Animal Science I	AA23 Animal Science II - Companion Animal	AA41 Honors Veterinary Assisting WB01 CTE Advanced Studies Honors AGNR WB03 CTE Internship Honors AGNR	YQCA, National Beef Quality Assurance, NC Beef Quality Assurance, Elanco Vet Veterinary Medical Applications
AP41 Horticulture I: Intro to Plants	AP42 Horticulture II: Plant Production	WB01 CTE Advanced Studies Honors AGNR WB03 CTE Internship Honors AGNR	none
AS31 Agricultural Mechanics I	AS32 Honors Agricultural Mechanics II	WB01 CTE Advanced Studies Honors AGNR WB03 CTE Internship Honors AGNR	OSHA 10, National Tractor Driving
AS31 Agricultural Mechanics I	AS33 Honors Agricultural Mechanics II Small Engines	WB01 CTE Advanced Studies Honors AGNR WB03 CTE Internship Honors AGNR	OSHA 10, NC Competency (Briggs & Stratton Small Engines)
Intracurricular Career and Technical Student Organizations An Association for Marketing Education Students (DECA) Future Business Leaders of America (FBLA)			
Prerequisite	Concentrator	Career Pathway Major	Credentials Offered
BA10 Accounting I	BA20 Accounting II	WS06 CTE Advanced Studies FINA WI06 CTE Internship Honors FINA	Intuit Quickbooks Certified User
ME11 Entrepreneurship I	ME12 Honors Entrepreneurship II	WB13 CTE Advanced Studies Honors BMA WB15 CTE Internship Honors BMA	EverFi Venture Entrepreneurial Expedition, Entrepreneurship and Small Business
MLB1 Honors Virtual Enterprises I	MLB2 Honors Virtual Enterprises II	WB13 CTE Advanced Studies Honors BMA WB15 CTE Internship Honors BMA	Entrepreneurship and Small Business
MH31 Sport and Event Marketing I	MH32 Sport and Event Marketing II	WB13 CTE Advanced Studies Honors BMA WB15 CTE Internship Honors BMA	
BW14 BUS110 Introduction to Business or BW20 BUS137 Principles of Management	WC08 CCP BMA II - BUS 270 Professional Development	WB13 CTE Advanced Studies Honors BMA WB15 CTE Internship Honors BMA	
Intracurricular Career and Technical Student Organizations			
Prerequisite	Concentrator	Career Pathway Major	Credentials Offered
CD20 3D Modeling and Animation I	CD21 3D Modeling and Animation II	WB09 CTE Advanced Studies AAVC WB11 CTE Internship AAVC	AutoDesk 3DS, AutoDesk Maya
CP10 Python Programming I	CP11 Honors Python Programming II	WB41 CTE Advanced Studies INFO WB43 CTE Internship INFO	PCEP - certified Entry Level Python Programmer, PCAP - Certified Associate Python Programmer
CE10 PLTW Honors Introduction to Engineering Design CE11 PLTW Honors Principles of Engineering	CE17 PLTW Honors Computer Integrated Manufacturing	WB57 CTE Advanced Studies STEM WB59 CTE Internship STEM	

	Program Area	Family and Consumer Sciences (FACS)			
LOCATION	Career Cluster	Career Pathway	Supplemental Employability Skills Courses	Supplemental Technical Courses	Foundational Prerequisite
JFW	Human Services (HUMA)	Food and Nutrition (FONU)	CC45 Career Management	N/A	N/A
	Program Area	Health Sciences (HS)			
LOCATION	Career Cluster	Career Pathway	Supplemental Employability Skills Courses	Supplemental Technical Courses	Foundational Prerequisite
JFW	Health Science (HLTH)	PLTW Biotechnology Research and Development (PLWB)	CC45 Career Management	HU10 Foundations of Health Science	HP70 PLTW Honors Principles of Biomedical Sciences
SGHS	Health Science (HLTH)	Healthcare Professional (HPCP)	CC45 Career Management	HU10 Foundations of Health Science	N/A
SGHS	Health Science (HLTH)	Healthcare Professional (HPCP)	CC45 Career Management	HU10 Foundations of Health Science	N/A
	Program Area	Junior Reserve Officer Training Corps (JROTC)			
LOCATION	Career Cluster	Career Pathway	Supplemental Employability Skills Courses	Supplemental Technical Courses	Foundational Prerequisite
JFW SGHS	Junior Reserve Officer Training Corps (JROTC)	Junior Reserve Officer Training Corps (JROTC)	CC45 Career Management	N/A	9501 JROTC I
	Program Area	Trade and Industrial (T&I)			
LOCATION	Career Cluster	Career Pathway	Supplemental Employability Skills Courses	Supplemental Technical Courses	Foundational Prerequisite
JFW SGHS	Transportation, Distribution & Logistics (TRAN)	Automotive Services (AUTO)	CC45 Career Management	N/A	IT11 Automotive Service Fundamentals
JFW SGHS	Transportation, Distribution & Logistics (TRAN)	Drone Technology (DRON)	CC10 Microsoft Word and PowerPoint CC45 Career Management	N/A	N/A
JFW	Architecture & Construction (ARCH)	Masonry (MASO)	CC45 Career Management	N/A	IC00 Construction Core
Work-based and Experiential Learning		Business and Industry Field Trip Job Shadowing Service Learning Internship Cooperative Education	Entrepreneurial Experience Mentorship School Based Enterprise Apprenticeship		

Intracurricular Career and Technical Student Organizations		Family, Career and Community Leaders of America (FCCLA)	
Prerequisite	Concentrator	Career Pathway Major	Credentials Offered
FN41 Food and Nutrition I	FN42 Food and Nutrition II	WB37 CTE Advanced Studies HUMA WB39 CTE Internship HUMA	Serve Safe Food handler, Serve Safe Food Protection manager
Intracurricular Career and Technical Student Organizations			
Prerequisite	Concentrator	Career Pathway Major	Credentials Offered
HP71 PLTW Honors Human Body Systems	HP72 PLTW Honors Medical Interventions	HP73 PLTW Honors Biomedical Innovations WB29 CTE Advanced Studies HLTH WB31 CTE Internship HLTH	First Aid, BLS, CPR, AED, Stop the Bleed OSHA 10
HU40 Health Science I	HU42 Health Science II	HN43 Honors Nursing Fundamentals and Practicum WB29 CTE Advanced Studies HLTH WB31 CTE Internship HLTH	First Aid, BLS, CPR, AED, Stop the Bleed OSHA 10, NC NurseAid I
HU40 Health Science I	HU42 Health Science II	HN44 Certified Medical Assistant WB29 CTE Advanced Studies HLTH WB31 CTE Internship HLTH	First Aid, BLS, CPR, AED, Stop the Bleed OSHA 10, NC NurseAid I
Intracurricular Career and Technical Student Organizations		SkillsUSA	
Prerequisite	Concentrator	Career Pathway Major	
9502 JROTC II	9503 JROTC III	9504 JROTC IV 9506 JROTC VI 9507 JROTC VII 9508 JROTC VIII	
Intracurricular Career and Technical Student Organizations		SkillsUSA	
Prerequisite	Concentrator	Career Pathway Major	Credentials Offered
IT16 Automotive Service I	IT17 Honors Automotive Service II	IT18 Honors Automotive Service III WB61 CTE Advanced Studies TRAN WB62 CTE Apprenticeship TRAN WB63 CTE Internship TRAN	SP2 Pollution, SP2 Safety, LIFT, ASE Maintenance and Lite Repair, ASE Electrical and Electronic Systems
ID11 Drone Technology I 10TH -12TH GRADE ONLY	ID12 Drone Technology II.	WB61 CTE Advanced Studies TRAN WB63 CTE Internship TRAN	
IC11 Honors Masonry I	IC12 Honors Masonry II	IC13 Honors Masonry III WB05 CTE Advanced Studies ARCH WB06 CTE Apprenticeship ARCH WB07 CTE Internship ARCH	
Career & College Promise: Approved Career & College Promise Career Technical Education Pathway			



AGRICULTURAL EDUCATION

Foundations of Agriculture (AU102)

Agriscience Applications is the beginner course for some agriculture programs and is a recommended entry-level course. The course introduces students to the agriculture industry, focusing on the teaching of animal and plant science, as well as integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness.

Horticulture I: Intro to Plants (AP412)

This course covers 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.

Honors Horticulture II: Plant Production (AP425)

Prerequisite: Horticulture I

This course covers instruction that expands the scientific knowledge and skills developed in Horticulture I to include more advanced scientific, computation, and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, career planning, and leadership/personal development.

Agricultural Mechanics I (AS312)

This course provides instruction to develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems, accidents, and repair needs they will encounter in their chosen agricultural careers. Topics include agricultural mechanics, safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal-working, basic agricultural construction skills related to plumbing, concrete and carpentry, basic welding, and leadership development. *Course enrollment is limited to 20 to ensure safety in laboratory settings.

Honors Agricultural Mechanics II (AS325)

Prerequisite: Agricultural Mechanics I

This course covers instruction that expands upon the knowledge and skills learned in Agricultural Mechanics I. This course prepares students for a career in an agricultural engineering field. The topics of instruction emphasized are metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and

technology, advanced welding and metal cutting skills, and advanced career exploration/decision making. *Course enrollment is limited to 20 to ensure safety in laboratory settings.

Honors Agricultural Mechanics II -Small Engines (AS335)

Prerequisite: Agricultural Mechanics I

This course is provided for the upper-level agricultural mechanics student who wishes to apply the basic knowledge of small engines acquired through on-line Briggs and Stratton training modules delivered by the agricultural education teacher in a shop setting. The course is intended to provide students with experiential learning opportunities as they perform "hands-on" skills specified in the curriculum under the direct supervision of the agriculture teacher. This "learning to do" philosophy will enable students to understand curriculum content so that they may pass the Briggs and Stratton Competency Exam and receive certification from Briggs and Stratton. English, language arts, mathematics, and science are reinforced. *Course enrollment is limited to 20 to ensure safety in laboratory settings. Proof of Learning: Credential



Animal Science I (AA212)

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Animal Science II - Food Animal (AA225)

Prerequisite: Animal Science I

This course includes advanced scientific principles and communication skills that were introduced in Animal Science I. Topics include animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, internships, cooperative education, and apprenticeships and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical applications.

Animal Science II - Companion Animal (AA232)

Prerequisite: Animal Science I

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Veterinary Assisting (AA415)

Prerequisite: Animal Science II - Food OR Companion Animal

This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, enhancement of animal care learned in previous animal courses, and surgical/radiological procedures. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will have hands-on skill sets that will be enforced with a total of 500 (200 laboratory/classroom hands-on hours and 300 under the supervision of a licensed veterinarian or certified veterinary technician) working in animal medicine throughout all animal courses in high school. The students will complete the skills and have them checked off during the 1-3 year(s) of high school. Applied mathematics, science, writing, and skill sets are integrated throughout the curriculum. Students will learn the material in order to be prepared for the Veterinary Assisting exam developed by the Texas Veterinary Medical Association. With successful completion of the exam and hours, students will be able to be a Certified Veterinary Assistant (CVA) Level 1. Proof of Learning: Credential



CAREER DEVELOPMENT EDUCATION

Career Management (CC452)

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork.

Honors CTE Internship (WB##5)

Beginning in 2020-2021, students will need to register for the CTE Internship course for their Program Area.

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. *NOTE: During the internship, students will be required to complete a portfolio that provides a detailed account of their experiences. Students will be encouraged to conduct a presentation to an internship committee.*

Honors CTE Advanced Studies (WB##5)

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

BUSINESS, FINANCE & MARKETING EDUCATION



Entrepreneurship I (ME112)

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business.

Honors Entrepreneurship II (ME125)

Prerequisite –Entrepreneurship I

In this course, students continue the development of a business idea and develop an understanding of pertinent decisions to be made for business positioning, financing, staffing, and profit planning. Students acquire in-depth understanding of business regulations, risks, management, and marketing and will develop a business plan.

Business Management II (BB422) (offered only 2025-26 to complete pathway)

Prerequisite – Business Management I

This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.

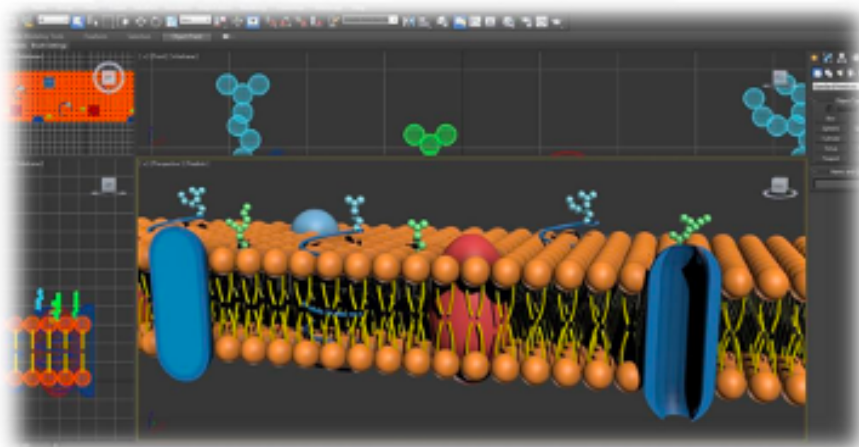
Honors Virtual Enterprise I (ML815) Yearlong: 2 Credits Recommended Prerequisites: Business Essentials or Entrepreneurship I

Virtual Enterprises I is a capstone course and will carry 2 units, honors weight. Virtual Enterprise is a simulated business that is set up and run by students with the guidance of a teacher/facilitator and a business partner. This course allows students to experience all facets of being an employee in a firm in an actual business environment. Students engage in trade with other practice firms in the Virtual Enterprise network around the world, but no actual goods and/or money exchange hands; it is all done virtually through the Internet. Special consideration for enrollment in this course will be given to students who are interested in entrepreneurship and who have proven to be successful in academic and CTE courses. This course requires a yearlong commitment from the student. Restricted to 10th, 11th or 12th grade students.

Honors Virtual Enterprise II (ML825) Yearlong: 2 Credits

Prerequisite: Virtual Enterprise I

Virtual Enterprises II is a capstone course and will carry 2 units, honors weight. It is a continuation of the objectives of VE I. Students in VE II will have been successful in VE I and will become the leadership for the entrepreneurial initiatives chosen and developed by the class and local business partners. Students enrolled in VE II will actively seek out local business partners to support VE initiatives and serve as consultants for the business firm(s). They will be the executive officers for the Virtual Enterprises of their particular class. This course is designed to be taught year-long and we will require students to make that commitment prior to registering for this course. Enrollment in VE II will be limited to seniors. Students will earn two business and/or marketing credits for the successful completion of VEII. This course is an optimal fit for the Business Management and Administration and/or Marketing Career Clusters. Special consideration for enrollment in this course will be given to students who are interested in entrepreneurship and who have proven to be successful in academic and CTE courses. This course requires a year-long commitment from the student. Restricted to 11th and 12th grade students.



COMPUTER SCIENCE, IT AND TECHNOLOGY EDUCATION

Introduction to Computer Science (CS102)

This course is designed to introduce students to coding and computer science by way of making and designing using the revolutionary new micro:bit microcontroller board and Microsoft's easy and powerful MakeCode block-based coding environment. This course is project-based with a maker philosophy at its core. The idea is that by making physical objects, students create a context for learning coding and computer science concepts. Mathematics is reinforced.

Python Programming I (CP102)

Prerequisite: NC Math 1 recommended

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced.

Honors Python Programming II (CP115)

Prerequisite: Python Programming I

This course will prepare students for jobs and careers connected with widely understood software development, which includes not only creating the code itself as a junior developer, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge which will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. Associate certification scaffolds to certification as a Certified Expert in Python Programming.

Microsoft Word and PowerPoint (CC102)

Students in Microsoft IT : Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current 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 current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced.

Honors Microsoft Excel (CC115)

Prerequisite: Microsoft Word and PowerPoint

Students in Microsoft Imagine Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This 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. Mathematics is reinforced.

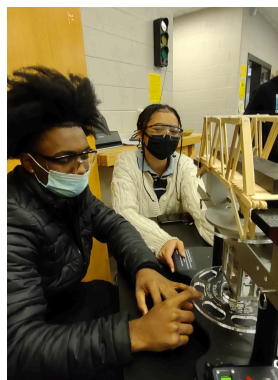
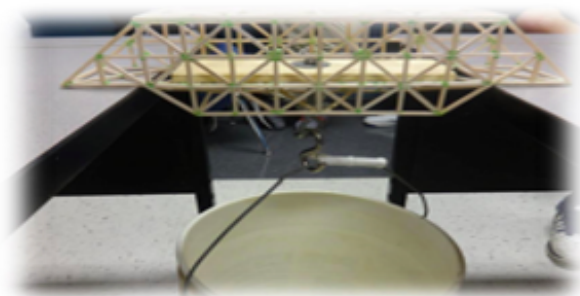
3D Modeling and Animation I (CD202)

Digital Design and Animation I is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build needed skills for subsequent courses.

3D Modeling and Animation II (CD212)

Prerequisite: 3D Modeling and Animation I

This course emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios.



Honors PLTW Introduction to Engineering Design (CE105)

Prerequisite: NC Math 1

In this foundational Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Honors PLTW Principles of Engineering (CE115)

Prerequisite: PLTW Introduction to Engineering Design

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students' survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Honors PLTW Computer Integrated Manufacturing (CE175)

Prerequisite: PLTW Principles of Engineering

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems.

SparkNC High-Tech Learning Accelerator



SparkNC

The SparkNC program is an innovative educational initiative designed to provide high school students in North Carolina with access to high-tech learning experiences across 17 school districts. SparkNC allows students to engage in a variety of courses focusing on fields in the high-tech industry. Through a flexible, learner-centered approach, students can select their modules, work at their own pace, and earn high school credits while collaborating with industry partners and educators. The program emphasizes hands-on learning and real-world applications, enabling students to build portfolios that demonstrate their skills and prepare them for future careers in technology.

High-tech industry topics include: [Learning Experiences Catalog](#)

- Artificial Intelligence
- Cybersecurity
- Game Development and Esports
- Data Analytics
- Computer Systems Engineering
- Design UX/UI
- Software Development
- Exploring Tech Fields

Students who are interested in participating in this program will need to reach out to the Daniel DuLany, Graviile County SparkNC Lab Coordinator at dulanyd@gcs.k12.nc.us

SparkNC is not a part of the Career and Technical Education program at this time.

FAMILY AND CONSUMER SCIENCES EDUCATION



Foods and Nutrition I (FN412)

This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management.

Foods and Nutrition II (FN422)

Prerequisite: Foods I

In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. *For safety and sanitation reasons, enrollment should not exceed 20 in this course.

HEALTH SCIENCES EDUCATION



Foundations of Health Science (HU102)

This course is designed to assist potential health care workers in their role and function as a health team member. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, leadership and career decision-making. Basic academic skills, employability skills, critical thinking skills, teamwork and the use of technology are reinforced in this course. HOSA leadership activities provide many opportunities for practical application of instructional competencies.

Health Science I (HU402) (SGHS) *Prerequisite: Health Sciences I*

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job-shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupation Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course.

Health Science II (HU422) (SGHS) *Prerequisite: Health Sciences I*

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Proof of Learning: Performance Based Measure

Honors Nursing Fundamentals (HN435) (2 Credits) (SGHS) *Prerequisite: Health Sciences II*

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies the BON Rule to the classroom training area.

Honors Medical Assisting (HU465) (2 Credits) (SGHS) *Prerequisite: Health Sciences II*

The Honors Medical Assisting Course provides comprehensive training in both administrative and clinical skills necessary to function effectively in a healthcare setting, including patient intake, medical history recording, vital signs measurement, assisting with examinations, preparing patients for procedures, basic lab techniques and proper medical coding and billing practices, all while adhering to HIPAA regulations and ethical standards. Students will also have the opportunity to participate in a clinical externship to apply learned skills in a real medical office environment.

Honors PLTW Principles of Biomedical Sciences (HP705) (JFW) *Prerequisite: Health Sciences I*

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. **A COURSE GRADE OF C OR HIGHER AND ENROLLMENT IN THE VGCC CCP CTE BIOPROCESS TECHNOLOGY CERTIFICATION PROGRAM GIVES THE STUDENT COLLEGE CREDIT FOR BRM 111 BIOPROCESS MEASUREMENTS.**

Honors PLTW Human Body Systems (HP715) (JFW) *Prerequisite: PLTW Principles of Biomedical Sciences*

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Mani ken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Honors PLTW Medical Interventions (MI) (HP725) (JFW) *Prerequisite: PLTW Human Body Systems*

This course allows students to investigate the interventions involved in the prevention, diagnosis and treatment of disease. It is a "How-To" manual for maintaining overall health. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors PLTW Biomedical Innovations (BI) (HP735) (JFW) *Prerequisite: PLTW Medical Interventions*

This course allows students to apply their knowledge and skills to answer questions or solve problems related to biomedical sciences. Students design innovative solutions to the health care challenges of the 21st century. Students work on independent projects and may work with a mentor in the healthcare industry. English language arts and science are reinforced in this course

TRADE AND INDUSTRIAL EDUCATION



Construction Core (IC002) (JFWH)

This course is the prerequisite for Masonry I. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Masonry I (IC115) (JFWH) *Prerequisite: Construction Core*

This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling plumbing, use of straight-edge, and jointing brick and block in wall construction. Reading, mathematics, problem solving, and principles of technology will be reinforced. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Honors Masonry II (IC125) (JFWH) *Prerequisite: Masonry I*

Provides a continuation of masonry skills, estimating, blueprint reading, and building codes. Topics include constructing walls, corners, sills, and similar structures using a variety of bonds and materials. Skills in safety, leadership, reading, mathematics, problem solving, and career development will be reinforced. Work-based learning strategies appropriate for this course are cooperative education apprenticeship. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Honors Masonry III (IC135) (JFWH) *Prerequisite: Masonry II*

This course provides advanced masonry skills, leadership development, and the preparation of technical presentations. Topics include constructing composite walls, steps, arches, lattice walls, sidewalks, brick and concrete pavers, windowsills, chimneys, and fireplaces. Skills in safety, mathematics, reading, problem-solving, and employability skills are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Automotive Services Fundamentals (IT112) (JFWH, SGHS)

This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment and measuring. Skills in science, math, thinking, and leadership will be reinforced.

Automotive Service I (IT162) (JFWH, SGHS) *Prerequisite: Automotive Service Fundamentals*

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Honors Automotive Service II (IT175) (JFWH, SGHS) *Prerequisite: Automotive I*

This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and

Light Repair (MLR) requirements. English language arts are reinforced. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Honors Automotive Service III (IT185)

(JFWH, SGHS)

Prerequisite: Automotive II

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Drone Technology I (ID112)

(JFWH, SGHS)

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight and mapping software. Minimum 16 age requirement for enrollment by the end of the course due to FAA Part 107 U.S. Commercial Drone Pilot Certification testing age requirement. English language arts are reinforced.

Honors Drone Technology II (ID125) (offered 2025-26)

(JFWH, SGHS)

Prerequisite: Drone I

This course is designed to provide students, who have their FAA CFR 14 Part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" the knowledge and skills needed to be a commercial pilot in the Drone Industry. Entrepreneurship, Fleet management, and Drone software are included in this course. Students will fly a variety of mission types to include Construction, Agriculture, Public Safety, Power and Energy, and Cinematography. English language arts are reinforced.



JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

“A Character and Leadership Development Program”

THE ROTC PROGRAMS ARE OFFERED ONLY ON THE CAMPUSES OF JF WEBB HS AND SOUTH GRANVILLE HS

The purpose of the Army Junior ROTC program is to motivate young people to be better citizens. JROTC prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. While the mission of JROTC is to motivate young people to be better citizens and not to prepare students for military service, JROTC provides advantages for those choosing to enter the military. Students gain an advantage in competing for Senior (College) ROTC scholarships and service academy nominations by enrolling in JROTC. Cadets completing two courses of JROTC may be awarded credit for one year of Senior ROTC. Those completing three or more courses of JROTC may be awarded credit for two years of Senior ROTC. Cadets who have completed two courses of JROTC can enlist in the military in the pay grade of E-2, which results in a 26% increase in pay. With three or more courses of JROTC, cadets may enter the service in the pay grade of E-3, which results in a 33% increase in pay.

Students in the JROTC pathway are not required to join the military.

There are no fees. All JROTC courses are for students in grades 9-12. All equipment, books and uniforms are furnished free of charge to the student. JROTC provides students with:

- an understanding of the importance of high school graduation to a successful future.
- an appreciation of the ethical values and principles that underlie good citizenship.
- the development of leadership skills and the abilities to live and work cooperatively with others.
- the ability to think logically and to communicate effectively both orally and in writing.
- the development of mental management abilities including time management, goal setting and establishing priorities.
- a knowledge of the dangers of substance abuse and an ability to resist the pressure to try drugs.

Students who complete ROTC I, ROTC II and ROTC III will have completed a CTE pathway and will have the opportunity to earn the Leadership and Employability Skills credential.

ROTC I (95012) (JFWH, SGHS)

Introduction to leadership development begins with the spirit of American Citizenship and expands into techniques of communication, study and learning skills, conflict resolution, financial planning, community service, and leadership. The purpose of the program is not to train or recruit for the military. The purpose of JROTC is to motivate students to be better citizens and be successful in whatever career they choose.

ROTC II (95022) (JFWH, SGHS) *Prerequisite: ROTC I*

Intermediate Leadership Development expands on the subjects taught in LET I. The student then enters leadership training that stresses problem-solving and handling of other cadets. Coursework includes first aid, map skills, citizenship in American history and government, and physical training.

ROTC III (95032) **Pathway Completer Course** (JFWH, SGHS) *Prerequisite: ROTC II*

Applied Leadership Development emphasizes the leadership role the cadets will perform. Cadets learn presenting skills, managing skills, career planning, financial planning, critical thinking in citizenship, and physical activity/leader assessment.

ROTC IV (95042) (JFWH, SGHS) *Prerequisite: ROTC III*

Primary emphasis for LET IV will be placed on the practical application of the cadet's leadership duties and responsibilities within the cadet companies. This course is structured to allow cadets to perform their assigned duties, and act as class instructors for selected topics.

ROTC V (95052) (JFWH, SGHS) *Prerequisite: ROTC IV*

This course is designed for the development of cadets in the areas of staff and command improvement. Students concentrate in the areas of communication, leadership development, and managerial techniques with the majority of contact hours devoted to the practical application phase of instruction. Drill is continued with the cadets playing the leadership role. Cadets will also participate in community, school, and service learning projects.

ROTC VI (95062) (JFWH, SGHS) *Prerequisite: ROTC V*
Advanced Leadership Development challenges the cadets to participate as primary staff officers and company commanders. Community work will be a part of the overall grade. Oral communication, SAT, ACT, and other military subjects will be stressed. The key to this unit is the total emphasis on citizenship and individual goals will be discussed and developed.

ROTC VII (95072) (JFWH, SGHS) *Prerequisite: ROTC VI*
Cadets will be required to demonstrate the ability to present staff briefings and to prepare staff reports as required. Cadets will demonstrate the ability to apply the problem solving/decision making process, while performing assigned command and staff functions. They will assist the cadre with classes and demonstrate the ability to command, prepare, conduct, and evaluate drill training as a cadet leader or battalion staff member. Cadets will perform satisfactorily at age group level in the President's Physical Fitness Program.

ROTC VIII (95082) (JFWH, SGHS) *Prerequisite: ROTC VII*
Cadets will focus on the ability to present classes to subordinate cadets; prepare lesson plans as an assistant instructor; demonstrate the ability to critique classroom material; address a civilian or military audience on a subject of common knowledge within the JROTC program; assist in the preparation, development and management of a physical fitness program, and demonstrate the ability to plan, prepare, conduct, and evaluate drill training as a cadet leader or battalion staff member.

FINE ARTS

Fine Arts courses are sequenced in strands by the designations of Beginning, Intermediate, Proficient, & Advanced. Students should progress through these courses in this sequence and may repeat a course for credit as they advance.

VISUAL ARTS

Visual Arts Strand (54152)

Students discover how to use each art element to complete various practice activities and studio projects designed to reinforce simple concepts introduced through textbook exercises, teacher demonstrations, videos, and hands-on experiences. Basic drawing and painting skills are emphasized to provide the skills necessary to build artistic ability and creativity. Grades 9-12.

AP Studio Art: 2-D Design (5A027)

AP Studio Art: Drawing (5A047)

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

CHORAL ARTS

Vocal Music Strand (52302)

Music students will sing songs from today's popular music as well as songs from other times and cultures. Repertoire is selected from standard literature, as well as some "Pop" and "Show" arrangements with the developing musician in mind. Students will develop skills with music literacy and ear training as they learn to listen critically to music and evaluate its significance. Emphasis is placed on correct vocal production, proficiency in music reading, and performance skills. Performances for these classes are required. This course can be taken multiple times.

Viking Voices (52162) (SGHS)

Prerequisite: one semester of chorus during the Fall semester &/or by audition/recommendation of the director.

Viking Voices are the top performing choirs at South Granville HS during the Spring semester. Viking Voices participate in all shows and performances in school & out of school, including possible performance & competition field trips locally, within the state, and out-of-state. Some after-school & weekend rehearsals & performances will be required. Choreography will also be taught in this class. This course can be taken multiple times throughout high school.

Theatre Arts Specialization (Beginning) (53612) (SGHS) *Prerequisite: a Choral Arts course*

In this beginning technical theatre hands-on course, students study current trends in technical theatre and learn how to design lighting, sound, sets, props, and costumes. Some time outside of class is required for school related productions. For Students in grades 10-12.

INSTRUMENTAL ARTS

Music Appreciation (52162)

Music Appreciation is designed to provide students who have little or no prior knowledge of music with knowledge of music notation, history, performance, and philosophy. Students will be provided with instruments when needed, and will be tested based upon certain levels of performance. Assessment includes daily participation, testing of materials learned, and graded homework assignments.

Band Strand (52552)

This instrumental ensemble will be rehearsing and performing throughout the school year. Repertoire is selected from standard literature, as well as some "Pop" and "Show" arrangements with the developing musician in mind. Much emphasis will be placed on reading, counting, tone production, ensemble playing, listening and intonation. These ensembles strive to develop each student's overall music proficiency and include music that challenges the learner. Concert band members are required to participate in pep band

during the fall. There will be some rehearsals after school. This group regularly performs at athletic events (football and basketball games), school assemblies, and possibly parades.

Marching Band (52552)*

Concert Band (52552)*

- One semester of this course is required for enrollment in Symphonic Band.
- Students must have taken band in middle school, unless otherwise approved by the band director.

This course combines two varying types of instrumental organizations in one semester, Marching Band primarily from August through October, and Concert Band rehearsals from October through December. This course requires all students to participate in both facets of the course and will require additional time outside of class for rehearsal with the other sections of the Marching Band, as well as mandatory public performances (i.e., football games, parades). All performances by either group are MANDATORY. Assessment includes daily performance and quarterly playing examinations. Students are required to acquire and maintain their designated music instrument through private means. NOTE: Students interested in the Color Guard (Flags) SHOULD register for this course.

Symphonic Band (52552)

(JFWH)

Prerequisite: Marching Band/Concert Band

This course is designed to expose competent instrumental music students to various forms, types and styles of instrumental music literature. Daily instrumental rehearsals are held in preparation for public performance. All performances are MANDATORY. Assessments include daily performance and quarterly playing examinations. Students are required to acquire and maintain their own designated musical instrument.

OTHER ELECTIVES

Driver's Education

(All Schools)

NO CREDIT

The Classroom Phase of Driver Education is offered to all eligible students with priority given to the oldest enrolling 9th grader. The 30-hour class is taught after school and enrollment is based on birthdays. Students will be told where & when to report to the designated teacher. There is a \$65 fee associated with this course. The goal of Driver Education is:

- Provide entry level competencies for beginning drivers
- Enhance knowledge and thought processes
- Motivate students to be better/safer drivers

The Driving Phase is offered through the Health and PE classes as well as after school. Students will be required to make up classroom time missed during the school day in an afternoon flex class. The oldest eligible students are given the opportunity to drive first either during Health and PE or after school.

Student Assistant (99319)

NO CREDIT

Student Assistants are generally seniors who have an extra class period available to them. General responsibilities include answering the telephone, taking messages to students and teachers, giving new students tours of the school, and distributing mail. Some student assistants may serve as teacher assistants with the teacher's approval. Students must have a 2.5 GPA, no discipline actions greater than a Level I - second offense, and no more than 5 absences per semester. Office/Student assistants are expected to conduct themselves in a professional and trustworthy manner. If a student assistant's conduct, attendance, or grades become unsatisfactory, the student will be placed in a class.

ACT Preparation (96022)

(Elective GA/GO only)

Prerequisite: Recommended – NC Math 2, English II

This course is designed to help prepare students for the ACT. Students will review the basic verbal and mathematical skills assessed on the ACT test. Additionally, students will be taught test-taking strategies specific to the exam and will be provided student work samples with explanations and practice tests. Upon successful completion, students will possess the tools necessary to complete the ACT to the best of their ability. Grades 10-12

Bible and Its Influences on Literature (96102)

(Elective GA/GO only)

This course is an academic study of selected narratives, characters, and poetry from the Hebrew Scriptures (The Old Testament) and a literary overview of the New Testament. The course demonstrates the literary qualities of the Bible. It also shows clearly how a basic knowledge of the characters and themes of the Bible are important to understanding Western literature. An additional feature of the course is the impact translations of the Bible have had on the English language itself. Throughout this course, students will explore the literary elements of the Bible. Students will read Bible stories in chronological order that exemplify literary elements, such as plot, conflict, and theme.

Communications 101: Speech and Debate (96102) (Elective GA/GO only)

This course is designed to ensure students are prepared with the oral communication skills to deliver live and/or recorded speeches. The speeches required include, but are not limited to: Self Introduction Speech, Information Speech, Special Occasion Speech, and Persuasive Speech. The course materials will explain the process of preparing speeches in detail along with course rubrics.

Creative Writing Workshop (10252) (Elective GA/GO only)

This course is for aspiring young writers who have a serious interest in improving their craft. Students will participate in a collaborative workshop environment in which they will receive feedback on their works in progress, improve their own writing by critiquing the work of other writers, and collaborate with other aspiring writers. This course will focus on developing students' creative writing abilities. Students will create a variety of literary writings, including poetry, fiction, personal essay, and biography. Emphasis will be placed on editing, revisions, and evaluation of completed writings through group discussions and oral presentations. Students will be required to complete a variety of literary projects, including a daily journal, a portfolio, a multi-genre paper, and the publication of a literary magazine.

English as a Second Language I - VIII (10382)

These classes are reserved for students identified as being Limited English Proficient. These classes are geared toward the development and enhancement of communicative proficiency skills in the four language areas of listening, speaking, reading and writing. The understanding of and appreciation for the cultures, characteristics and heritage of the English-speaking world will be stressed. Students will also receive remediation help in other subject areas and will be exposed to the use of technology.

Advanced English as a Second Language (10382)

This class is a continuation of the course listed above.

Forensic Science (30202)

Using the same techniques that are being used by forensic scientists and crime scene investigators, students will be able to test the principles they have learned in previous science courses, i.e. Earth Science, Biology, and Chemistry/Physical Science in a laboratory setting. Students will use critical thinking skills in order to interpret "real" data, express data graphically, and present their results in oral and written forms. This course will count as a science elective credit; this course will NOT count as one of the three required science credits to graduate.

Greek Mythology (10252) (Elective GA/GO only)

The course will provide an overview of Greek mythology. Students will learn the myths of earth's creation, the Pantheon of Olympus, major and minor gods and the Greek heroes before and after the Trojan War. Students discover many lesser-known myths by doing their own research and writing the stories in their own words for assignments.

Honors Intro to Film Appreciation (57005) (Elective GA/GO only)

Cinematography has existed for over a century and has evolved as technology does, too. This course seeks to introduce a brief historical overview of the cinema and the nuances of filmmaking. Concepts of film appreciation will be discussed so that students can expand their appreciation of new films and films they already enjoy. Students will need time to watch movies on their own time as well as access to movies.

Honors Intro to Animal Behavior (30205) (Elective GA/GO only)

Introduction to Animal Behavior introduces students to methods of studying animal behavior and ultimately, why animals do what they do. Innate, Learned, and Social behaviors will be explored, including antipredator, food gathering, communication, social systems, mating behaviors and systems. A basic understanding of biology, including genetics and anatomy may be helpful and will be reviewed. Student projects involving some basic animal observations will be required.

Honors Spanish III (11435) (Elective GA/GO only) *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. Spanish III is an honors-level course.

Honors Spanish IV (11445) (Elective GA/GO only) *Prerequisite: Spanish III*

Honors Spanish IV is a continuation of Honors Spanish III in which students will examine poetry, short stories, and read a book in the target language. Students are expected to be self-motivated and willing to work independently to be able to interpret and explain concepts not directly stated in the text. Students will be expected to speak in Spanish within their knowledge base. Students will continue and expand on the basics of Spanish grammar and structure. Students will be exposed to contemporary Latin American usage of the language.

Journalism (10312)

(Elective GA/GO only)

Students enrolled in this course will work to create a print newspaper that will be distributed to the campus and local community at regular intervals. Students will also create and maintain a companion website for the newspaper. To create these products, students will learn the interviewing, writing, editing, design, and business principles that are necessary to maintain modern media sources.

Natural Disasters (30202)

(Elective GA/GO only)

Prerequisite: Earth Science

This course examines Earth as a dynamic planet, changing catastrophically during earthquakes, tsunamis, volcanic eruptions, landslides, flooding, droughts, hurricanes, severe weather, and asteroid impacts. We will study longer-term but significant changes in climate and coastlines, and the conditions that led to past mass extinctions. We will examine the causes, effects, and options available to mitigate natural disasters. In addition to what nature provides to us we will also examine the extent to which humans have exacerbated the effects of natural phenomena and sometime amplified the risk of exposure to these hazards. This course will count as a science elective credit; this course will NOT count as one of the three required science credits to graduate.

Seminar (96102)

(Elective GA/GO only)

A semester long course designed to help students make a successful transition into a different learning environment. In this course students will work on academic and personal goals and communication skills. Students will increase awareness of their personal contributions to their learning, as well as, their contributions to their school and greater communities.

Success 101 (96102)

(Elective GA/GO only)

Success 101 is designed to help students understand how to be effective online students, but all of the skills can be helpful to students attending an in-person institution as well. The course focuses on three areas: scheduling and time management, effective communication, and classroom skills.

Honors NC Teacher Cadet I (96045)

Teacher Cadet is an honors-level course designed to introduce students to the field and world of education. Using a curriculum involving hands-on teaching methods and field experiences, the program is a structured course of study that gives students a positive and realistic view of the educational profession and professions working with students in education, coaching, counseling, etc. Students will be observing other classes, participating in internships, engaging in self-reflection and team-building activities as they investigate all aspects of education. This course is the basis of the Teacher Cadet Program.

Honors NC Teacher Cadet II (96065)

This course is a continuation of the Teacher Cadet I.

Yearbook I, II, III (10252) (Semester long)

This class will be responsible for the development of the school yearbook. In this class, students will use computer software and professional cameras. Students in this class should be highly motivated, responsible, and able to work independently on complex tasks. Computer knowledge, strong journalism and camera photography experience is helpful but not required. Students will be expected to help promote and market the yearbook to other students and the school community.

Other electives also include:

- **SparkNC page 42**
- **Vance Granville Community College Career and College Promise Courses in the Associate's Degree Pathways and in the Career and Technical Education Pathways for Certificates and Diplomas. See [Appendix A](#)**
- **North Carolina School of Science and Mathematics CONNECT courses See [Appendix B](#)**

EXCEPTIONAL CHILDREN'S PROGRAM

The Occupational Course of Study* 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. Graduation requirements for this Course of Study are dependent on when the student entered ninth grade and are listed on page 13 of this document. Through this course of study, students are eligible to receive a North Carolina Diploma that does not meet college and military eligibility requirements. Parental consent is required for placement in this plan of study.

**The Occupational Course of Study (OCS) is available at all High School Campuses*

[Occupational Course of Study] English I (9210B)

Students explore a variety of communication modes 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 situations.

[Occupational Course of Study] English II (9211B)

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 information, read and comprehend functional vocabulary terms, use basic word processing skills for written communication, and expand self-advocacy skills.

[Occupational Course of Study] English III (9212B)

Students read, write, and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from print and non-print material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each.

[Occupational Course of Study] English IV (9213B)

Students integrate oral, written, and visual skills to communicate effectively in a variety of daily living and employment situations. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They employ visual communication skills to locate and research information.

[Occupational Course of Study] Introduction to Mathematics I (9220B)

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] NC Math 1 (9225B)

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] Financial Management (9222B)

Occupational Math Financial Management is designed to build personal finance skills especially managing money and budgeting money. Measurements, basic money exchanges, and other computational skills needed to be successful and live independently in the community are in these courses.

[Occupational Course of Study] Applied Science (9231B)

Provide students with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle. Students will also develop an understanding of basic human anatomy and reproduction. In addition, basic science concepts in areas of life science, environmental science, physical science, and biology related to work and daily living situations will be presented.

[Occupational Course of Study] Biology (9232B)

This course provides an opportunity 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 Course of Study] Civic Literacy (9248B)

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution.

[Occupational Course of Study] Economics and Personal Finance (9248B)

This course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

Employment Preparation Science I (9260B) (to include 150 work hours)

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 Citizenship IIA (9241B) (to include 75 work hours)

Occupational Preparation Citizenship IIB (9241B) (to include 75 work hours)

These courses are designed to allow students to 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. This course focuses on providing students with a repertoire of basic skills to serve as a foundation for future career application. Students expand their school-based learning activities to include off-campus jobs and work-based learning activities.

Occupational Preparation Citizenship IIIA (9242B) (to include 75 work hours)

Occupational Preparation Citizenship IIIB (9242B) (to include 75 work hours)

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

Employment Preparation IV Math (9243B) (to include 150 work hours)

This course provides students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. Students solve work-related problems experienced in competitive employment, practice self-advocacy skills, master the theoretical and practical aspects of their career choice, and complete their hours of integrated competitive employment in a community setting required for completion of the Occupational Course of Study.

Students develop a job placement portfolio that provides an educational and vocational record of their high school experience. Students complete their career portfolio which may be used by the student during the job application process.

Appendix A

VGCC Career and College Promise (CCP) Guide

[Direct Link to VGCC for Information about Career and College promise](#)

CCP Overview

The purpose of Career and College Promise (CCP) is to offer structured opportunities for high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or state or industry-recognized credential as well as provide entry-level jobs skills. Career and College Promise offers North Carolina high school students a clear path to success in college or in a career. Through partnership of the Department of Public Instruction, the NC Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families. The three pathways include:

1. College Transfer Pathways: Tuition-free course credits toward the Associate in Arts, Associate in Fine Arts, Associate in Arts in Teacher Preparation, Associate in Science, Associate in Science in Teacher Preparation;
2. Career and Technical Education Pathways: Tuition-free course credits toward a curriculum entry-level job credential, certificate, or diploma, or registration-free course hours toward a state or industry recognized credential;
3. Cooperative Innovative High School Programs: Lead to the completion of a high school diploma and associate degree or provides up to two years of college credit within five years.

College Transfer (CT) Pathway Eligibility Information

1. The Career and College Promise Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics and ACA 122 College Transfer Success.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school **junior or senior**; and
 - b. Have a 2.8+ Unweighted High School GPA or Demonstrate College Readiness on Approved Assessments in English, Reading, and Math (**See chart on page 55**)
3. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 GPA in college coursework after completing two courses.
 - i. A student who falls below a 2.0 GPA after two college courses will be subject to the college's policy for satisfactory academic progress.
4. High school students participating in Career & College Promise may not delay high school graduation in order to continue participation in the CCP Program. Students progressing towards high school graduation have access to CCP for up to two (2) years – one year as a junior and one year as a senior.
5. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another.
6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbooks and/or information published in the North Carolina Career Cluster Guide, etc.
7. With the approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high

school, may continue to earn college transfer credits leading to the completion of the Associate in Arts or Science, Associate in Fine Arts in Visual Arts, or Associate in Arts or Science Teacher Preparation.

8. Students enrolled in courses to complete a pathway during a term may concurrently enroll in additional courses to complete the associate degree program within the same term.

9. With the approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:

a. One College Transfer Pathway and one Career Technical Education Pathway; or

b. One College Transfer Pathway and one Workforce Continuing Education Pathway

10. CCP students may enroll in supplemental courses, (example: MAT-010, MAT-021)

11. CCP students may enroll in curriculum transition courses but may not enroll in non-curriculum transition courses.

12. CCP students may not enroll in transition courses offered through CCR.

13. CCP students may not audit courses.

14. CCP Students may not be enrolled in the Associate in General Education or General Occupational Technology programs.

15. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

College Transfer Test Score Requirements

*Program Eligibility Benchmarks on Approved Diagnostic Assessment Tests

Attachment A

Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	SAT (March 2016 and Future)	Pre-ACT and ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test
English	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	19	Composite score of 151 or higher	70 or higher on Tier 1 <u>and</u> Tier 2 (See RISE placement Guide)
Reading	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
Mathematics	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	70 or higher on Tier 1 <u>and</u> Tier 2 <u>and</u> Tier 3 (See RISE placement Guide)
Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
<p>*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests.</p> <p>Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.</p>				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

Career & Technical Education (CTE) Pathway Eligibility Information

The Career Technical Education Pathways in Curriculum (leading to a certificate or diploma) and Workforce Continuing Education Pathway (leading to a State or industry recognized credential) for juniors and seniors align with a high school career cluster.

1. To be eligible for enrollment, a high school Junior or Senior student must meet one of the following criteria:
 - a. Be a high school Junior or Senior; and
 - b. Demonstrate College Readiness by having a 2.8 or higher Unweighted High School GPA or; Demonstrate College Readiness on Approved Assessments in English, Reading, and Math (**See chart on page 55**)

NOTE: Students who meet eligibility via this method, and are approved by the college, are eligible to enroll in any CTE pathway.

Or

- a. Be a high school Junior or Senior; and
- b. Have the recommendation of High School Principal

NOTE: Students who meet eligibility via Principal recommendation, and are approved by the college, are only eligible to enroll in a CTE pathway **without** UGETC (Universal General Education Transfer Component) Courses.

2. To be eligible for enrollment, a high school Freshman or Sophomore student must meet one of the following criteria:

- a. Be a high school Freshman or Sophomore; and
- b. Have the recommendation of High School Principal, and
- c. Have a “C” or better in Math I, EOC score of 3, 4, or 5 for Math I, and EOG score of 3, 4, or 5 for 8th Grade ELA Assessment

Or

- a. Be a high school Freshman or Sophomore; and
- b. Have the recommendation of High School Principal, and
- c. Demonstrate College Readiness on Approved Assessments in English, Reading, and Math (**See chart on page 55**)

NOTE: Freshman and Sophomore students who meet eligibility criteria are eligible to enroll in a CTE Pathway in Engineering, Industrial, Agriculture/Natural Resources, or Transportation systems **without** UGETC (Universal General Education Transfer Component) Courses.

3. High school counselors should consider students’ assessment scores in making pathway recommendations.

4. Career and Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit base on the local or state North Carolina High School to Community College articulation agreement.

Requests can be made using: <https://vgcc.wufoo.com/forms/vgccrecommended-articulated-high-school-credit/>

5. To maintain eligibility for continued enrollment, as student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 GPA in college coursework after completing two courses.
 - i. A student who falls below a 2.0 GPA after two college courses will be subject to the college’s policy for satisfactory academic progress.
6. High school students participating in Career & College Promise may not delay high school graduation in order to continue participation in the CCP Program.
7. A student may be awarded a certificate or diploma prior to high school graduation. A student who completes the CTE certificate or diploma may continue in the same traditional Associate in Applied Science (AAS) degree as long as they maintain eligibility. In order to continue, the program code should be changed to reflect the traditional AAS program code. The student will remain CCPP and their student code will remain CTE.

8. The AAS degree may not be awarded prior to verification of high school graduation.
9. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbooks and/or information published in the North Carolina Career Cluster Guide, etc.
10. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
11. With the approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
 - a. One College Transfer Pathway and one Career Technical Education Pathway, or
 - b. Two Career Technical Education Pathways, or
 - c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway
12. CCP students may not enroll in developmental courses
13. CCP students may not audit courses.
14. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

CTE Test Score Requirements

While most students are eligible for enrollment in a Career and Technical Education pathway, some pathways may have courses with specific testing requirements.

1. If a student has met the testing criteria set for College Transfer, then he/she will also meet the testing criteria of the CTE requirements.
2. If a student has not met the testing criteria set forth in Attachment A (**See chart on page 55**) and testing is required to complete the chosen CTE pathway, they will be required to meet course pre-requisites before registering for those courses.

Cooperative Innovative High School (CIHS) Pathway Eligibility Information

VGCC's Cooperative Innovative High School Programs (i.e. Early College High Schools) are located on or adjacent to the college campuses, and provide opportunities for students to complete an associate in arts or an associate in science degree program or earn up to two years of college credits while completing a high school diploma within a five-year period.

1. Eligibility requirements for CIHS are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50 and 1D SBCCC 400.11.
2. The AA and AS degrees may be awarded prior to high school graduation verification.
3. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the university). Approval must be granted by the high school principal or his/her designee and the college's chief academic officer or chief student development administrator prior to enrollment in a second transfer program.
4. Cooperative Innovative High School Students may not audit courses.

Vance Granville Community College proudly partners with the Local Education Agencies in our service area. We currently have four CIHS Partnership agreements, one with each of our four service counties:

1. Franklin County: Franklin County Early College High School
2. Granville County: Granville Early College High School
3. Vance County: Vance County Early College High School
4. Warren County: Warren Early College High School

NOTE: Each Early College has its own application process and eligibility criteria. Please contact the school directly if you would like additional information on how to apply.

CCP Package submission:

STEP 1: STUDENT AND HIGH SCHOOL COUNSELOR/DESIGNEE WILL MEET TO:

1. Discuss CCP Pathway options and decide on a pathway
2. Complete the online VGCC application (Must select Career and College Promise)
3. Complete the CCP Eligibility Form
4. Arrange placement testing, if needed (Contact CCP Advisor (list on pg. 11) for assistance if needed)
5. Obtain high school transcript*

*Transcript must include, student grade level (9th, 10th, 11th, and/or 12th, **and** high school courses completed and in progress, **and** unweighted, cumulative high school GPA. **NOTE:** The total number of credits on the high school transcript **does not replace** the requirement of the student's grade level to be listed on the high school transcript.

STEP 2: COUNSELOR/DESIGNEE WILL FORWARD COMPLETE PACKAGE TO VGCC

6. Counselor/Designee will forward the following to CCP Advisor (list on pg. 11) at VGCC:
 - a. VGCC Application Confirmation Page – **Signed by the student (applicant) and parent**
 - b. Completely filled out and **signed CCP Eligibility Form**
 - c. Test Score Report(s) (**See chart on page 55**) for a list of acceptable tests)
NOTE: Report(s) not needed if high school unweighted GPA is 2.8 or higher
 - d. High School Transcript – **Signed and dated**
 - e. Completed CCP Course Registration Form **Signed and dated**

STEP 3: CCP ADVISOR WILL:

7. Notify Counselor/Designee of approval/disapproval of package
8. Register students for approved courses within the student's approved pathway

Pathway Breakdown by Entry Grade Level and Location*

CCP College Transfer Pathways Leading to:	Freshman	Sophomore	Junior	Senior
Associate in Arts (P1012C)			X	X
Associate in Science (P1042C)			X	X
Associate in Fine Arts in Visual Arts (P1062C)			X	X
Associate in Arts Teacher Preparation (P1012T)			X	X
Associate in Science Teacher Preparation (P1042T)			X	X
CCP CTE Certificate Pathways & (Campus Location):	Freshman	Sophomore	Junior	Senior
Air Conditioning, Heating & Refrigeration Tech (C35100C) (South)	X	X	X	X
Bioprocess Technology (C50440C)* (Franklin)			X	X
Business Management Certificate (C25120C) (Online)	X	X	X	X
Carpentry (C35180R) (Warren)	X	X	X	X
Cosmetology (C55140C) (Franklin & Warren)			X	X
Criminal Justice & Special Population (C55180C) (Online)			X	X
Early Childhood General Education (C55220C) (Online)			X	X
Electrical System Technology-Basic Wiring (C35130B) (Main)	X	X	X	X
Electronics Engineering Technology (C40200C) (South)	X	X	X	X
Infant/Toddler Care (C55290C) (Online)			X	X
IT-Software Specialist (C25590C) (Online)	X	X	X	X
IT-Programming (C25590P) (Online)	X	X	X	X
IT-CYBER Security Support (C25590Y) (Online)	X	X	X	X
IT-Support Certificate (C25590IT) (Online)	X	X	X	X
Mechatronics Programmable Logic Controllers (C40350P) (South)	X	X	X	X
Mechatronics Robotics and Machine Design (C40350C) (South)	X	X	X	X
Medical Office Administrative Assistant I (C25310A) (Online)	X	X	X	X
Office Administrative Assistant (C25370C) (Online)	X	X	X	X
Paralegal Technology (C25380C) (Online)	X	X	X	X
Pharmacy Technology (C45580C) (Main & Warren)			X	X
Supply Chain Management (C25620G) (Online)	X	X	X	X
Transportation Logistics (C25620T) (Main)	X	X	X	X
Welding (Basic) (C50420C) (Franklin & Main)	X	X	X	X
CCP CTE Diploma Pathway:	Freshman	Sophomore	Junior	Senior
Welding Technology (D50420D) (Franklin & Main)	X	X	X	X
Workforce Continuing Education (CTE) Pathways	Freshman	Sophomore	Junior	Senior
Agricultural Production (High School Specific)			X	X
Certified Nursing Assistant 1 (CNA 1) (High School Specific)			X	X

*Freshmen & Sophomores must meet eligibility criteria or demonstrate college readiness on approved assessment (see attachment 1) to enroll. **No exceptions granted.**

College Transfer Pathways

See guide for requirements for College Transfer Pathways leading to:

- Associate in Arts
- Associate in Science
- Associate in Fine Arts in Visual Arts
- Associate in Arts in Teacher Preparation
- Associate in Science in Teacher Preparation

All Pathways are Subject to change. For the most up to date information please use the [VGCC website linked here](#).

Career & Technical Education Pathways

Air Conditioning, Heating and Refrigeration Tech Certificate (C35100C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC042	AHR 110	Introduction to Refrigeration	(5 SHC)	
WC032	AHR 111	HVACR	(3 SHC)	
WC412	AHR 112	ELECTRICITY	(4 SHC)	
	3 total courses	Heating Technology	12 SHC	

Bioprocess Technology Certificate (C50440C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
36055	BIO 110	Principles of Biology Honors	(4 SHC)	UGETC
	BPM 110	Bioprocess Practices	(5 SHC)	
	BPM 111	Bioprocess Measurements	(4 SHC)	BIO 110 and BPM 110
	PTC 110	Industrial Environment	(3 SHC)	
			16 SHC	
	4 total courses			

Business Management Certificate (C25120C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
BW145	BUS 110	Introduction to Business Honors	(3 SHC)	
BW155	BUS 115	Business Law I Honors	(3 SHC)	
BW205	BUS 137	Principles of Management Honors	(3 SHC)	
BW325	CIS 110	Introduction to Computers Honors	(3 SHC)	
WC272	MKT 120	Principles of Marketing	(3 SHC)	
			15 SHC	

**5 total
courses**

Carpentry Certificate (C35180R)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
	BPR 130	Print Reading – Construction	(3 SHC)	
	CAR 111	Carpentry I	(8 SHC)	
	CAR 115	Residential Planning/Estimating	(3 SHC)	BPR 130
	3 total courses		14 SHC	

Cosmetology Certificate (C55140C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC192	COS 111A/112A	Cosmetology Concepts I	(2 SHC) 2HS Credit	
WC192	COS 111B/112B	Cosmetology Concepts I	(2 SHC)	
WC202	COS 113A/114A	Cosmetology Concepts II	(6 SHC)	COS 111 and COS 112
WC202	COS 113B/114B	Cosmetology Concepts II	(6 SHC)	COS 111 and COS 112
WC502	COS 115	Cosmetology Concepts III	(4 SHC)	COS 111 and COS 112
WC502	COS 116	Salon III	(4 SHC)	COS 111 and COS 112
	COS 223	Contemp Hair Coloring	(2 SHC) (NO HS credit)	COS 111 and COS 112
	7 total courses		34 SHC	

Required Sequence:

Fall: COS 111A & COS 112A (fall entry only) Spring: COS 111B & COS 112B

Criminal Justice & Special Populations Certificate (C55180C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
IW845	CJC 111	Intro to Criminal Justice Honors	(3 SHC)	
IJ015	CJC 112	Criminology Honors	(3 SHC)	
IJ025	CJC 113	Juvenile Justice Honors	(3 SHC)	
WC242	CJC 221	Investigative Principles	(4 SHC)	
	4 total courses	13 SHC		

Early Childhood General Education Certificate (C55220C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC092	EDU 119	Introduction to Early Cdhd Ed	(4 SHC)	
FW205	EDU 144	(Honors) Child Development I	(3 SHC)	

FW215	EDU 145	(Honors) Child Development II	(3 SHC)
WC102	EDU 146	Child Guidance	(3 SHC)
WC452	EDU 151	Creative Activities	(3 SHC)
5 total courses			16 SHC

Electrical Systems Technology Basic Wiring Certificate (C35130B)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
	ELC 112	DC/AC Electricity	(5 SHC)	
	ELC 113	Residential Wiring	(4 SHC)	
	ELC 117	Motors and Controls	(4 SHC)	
	ELC 118	National Electrical Code	(2 SHC)	
4 total courses			15 SHC	

Electronics Engineering Technology Certificate (C40200C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC292	ELC 131	Circuit Analysis I	(4 SHC)	
WC302	ELN 131	Analog Electronics I	(4 SHC)	ELC 131
WC552	ELN 133	Digital Electronics	(4 SHC)	
WC552	ELN 232	Intro to Microprocessors	(4 SHC)	ELN 133
4 total courses			16 SHC	

Infant/Toddler Care Certificate (C55290C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC092	EDU 119	Introduction to Early Childhood Ed	(4 SHC)	
FW195	EDU 131	Child, Family, & Community	(3 SHC)	
FW205	EDU 144	Child Development I (Honors)	(3 SHC)	
WC102	EDU 153	Health, Safety & Nutrition	(3 SHC)	
WC452	EDU 234	Infants, Toddlers, & Two's	(3 SHC)	EDU 119
5 total courses			16 SHC	

Information Technology Software Specialist (C25590C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
BW325	CIS 110	Introduction to Computers (Honors)	(3 SHC)	
	CIS 162	MM Presentation	(3 SHC)	
	CTS 130	Spreadsheet	(3 SHC)	
	DBA 110	Database Concepts	(3 SHC)	
	OST 136	Word Processing	(3 SHC)	

**5 total
courses**

15 SHC

Information Technology Programming (C25590P)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC212	CSC 118	Swift Programming I	(3 SHC)	
WC222	CSC 121	Python Programming	(3 SHC)	
WC212	CTI 110	Web, Pgm, & DB Foundation	(3 SHC)	
WC222	CIS 115	Intro to Prog & Logic	(3 SHC)	See Catalog for Prereqs
WC512	CSC 151	JAVA Programming	(3 SHC)	CIS 115
5 total courses			15 SHC	

Information Technology CYBER Security Support Certificate (C25590Y)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC212	CCT 110	Intro to Cyber Crime	(3 SHC)	
WC222	CTI 120	Network & Sec Foundation	(3 SHC)	
WC212	CCT 121	Computer Crime Investigation	(4 SHC)	
WC222	SEC 110	Security Concepts	(3 SHC)	
WC512	NET 110	Networking Concepts	(3 SHC)	
5 total courses			16 SHC	

Information Technology Support Certificate (C25590IT)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC212	CTS 115	Info Sys Business Concepts	(3 SHC)	
WC222	CTI 120	Network & Sec Foundation	(3 SHC)	
WC212	CTS 120	Hardware/Software Support	(3 SHC)	
WC222	SEC 110	Security Concepts	(3 SHC)	
WC512	NET 110	Networking Concepts	(3 SHC)	
5 total courses			15 SHC	

Mechatronics Programmable Logic Controllers Certificate (C40350P)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC252	ATR 112	Introduction to Automation	(3 SHC)	

WC292	ELC 131	Circuit Analysis I	(4 SHC)	
WC262	ELC 130	Advanced Motors/Controls	(3 SHC)	ELC 131
WC532	ELN 260	Programmable Logic Controllers	(4 SHC)	ELC 130
	4 total		14 SHC	
	courses			

Mechatronics Robotics and Machine Design Certificate (C40350C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC292	ELC 131	Circuit Analysis I	(4 SHC)	
WC252	HYD 110	Hydraulics/Pneumatics I	(3 SHC)	
CW002	ISC 112	Industrial Safety	(2 SHC)(No HS credit)	
WC532	DFT 154	Intro to Solid Modeling	(3 SHC)	
WC292	ATR 112	Introduction to Automation	(3 SHC)	
WC252	MEC 130	Mechanisms	(3 SHC)	
	6 total		18 SHC	
	courses			

Medical Office Administrative Assistant I Certificate (C25310A)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
BW325	CIS 110	Introduction to Computers (Honors)	(3 SHC)	
CW002	OST 131	Keyboarding	(2 SHC) (No HS credit)	
WC152	OST 141	Medical Office Terms I	(3 SHC)	
WC162	OST 142	Medical Office Terms II	(3 SHC)	OST 141
WC162	OST 148	Medical Ins & Billing	(3 SHC)	
WC482	OST 161	Medical Office Procedures	(3 SHC)	
	6 total		17 SHC	
	courses			

Office Administrative Assistant Certificate (C25370C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
BW325	CIS 110	Introduction to Computers Honors	(3 SHC)	
CW002	OST 131	Keyboarding	(2 SHC)(NO HS credit)	
WC212	OST 136	Word Processing	(3 SHC)	
WC222	OST 159	Office Ethics	(3 SHC)	
WC512	OST 164	Office Editing	(3 SHC)	

BW205	BUS 137	Principles of Management Honors (3 SHC)
	6 total courses	17 SHC

Paralegal Technology Certificate (C25380C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
CW002	LEX 110	Introduction to Paralegal Study	(2 SHC)(NO HS credit)	
WC232	LEX 140	Civil Litigation I	(3 SHC)	
WC242	LEX 150	Commercial Law I	(3 SHC)	
WC522	LEX 210	Real Property I	(3 SHC)	
WC522	LEX 240	Family Law	(3 SHC)	
	5 total courses		14 SHC	

Pharmacy Technology Certificate (C45580C)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC152	PHM 110	Introduction to Pharmacy	(3 SHC)	
WC162	PHM 111	Pharmacy Practice I	(4 SHC)	PHM 110 and 115 (co-req)
WC482	PHM 115	Pharmacy Calculations	(3 SHC)	
WC482	PHM 115A	Pharmacy Calculations Lab	(1 SHC)(NO HS credit)	PHM 115 (co-req)
CW002	PHM 140	Trends in Pharmacy	(2 SHC)(NO HS credit)	
	5 total courses		13 SHC	

Supply Chain Management Certificate (C25620G)

PS code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC312	LOG 110	Introduction to Logistics	(3 SHC)	
WC322	LOG 125	Transportation Logistics	(3 SHC)	
WC562	LOG 215	Supply Chain Management	(3 SHC)	LOG 110
WC562	LOG 240	Purchasing Logistics	(3 SHC)	LOG 110
	4 total courses		12 SHC	

Transportation Logistics Certificate (C25620T)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
WC312	LOG 110	Introduction to Logistics	(3 SHC)	

WC322	LOG 125	Transportation Logistics	(3 SHC)
WC562	TOM 120	Introduction to Trucking	(3 SHC)
WC562	TOM 250	Operations of Trucking I	(3 SHC)
4 total courses			12 SHC

Welding (Basic) Certificate (C50420B)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
CW002	BPR 111	Print Reading	(2 SHC)(NO HS credit)	
CW002	WLD 110	Cutting Processes	(2 SHC)(NO HS credit)	
WC252	WLD 115	SMAW (Stick) Plate	(5 SHC)	
WC262	WLD 141	Symbols and Specifications	(3 SHC)	
CW002	WLD 212	Inert Gas Welding	(2 SHC)(NO HS credit)	
5 total courses			14 SHC	

Welding Technology Diploma (D50420)

PS Code	COURSE	TITLE	Credit Hrs.	Prerequisites
CW002	BPR 111	Print Reading	(2 SHC)(NO HS credit)	
	ENG 110	Freshman Composition	(3 SHC)	DRE 097, or ENG 002
	MAT 110	Math Measurement & Literacy	(3 SHC)	DMA 010, 020, 030 or DMA 025, or MAT 003
CW002	WLD 110	Cutting Processes	(2 SHC)(NO HS credit)	
WC252	WLD 115	SMAW (Stick) Plate	(5 SHC)	
WC262	WLD 116	SMAW (Stick) Plate/Pipe	(4 SHC)	WLD 115
WC262	WLD 121	GMAW (MIG) FCAW/Plate	(4 SHC)	
WC262	WLD 131	GTAW (TIG) Plate	(4 SHC)	
WC262	WLD 141	Symbols and Specifications	(3 SHC)	
WC532	WLD 151	Fabrication I	(4 SHC)	
CW002	WLD 212	Inert Gas Welding	(2 SHC)(NO HS credit)	WLD 115, 121, & 131
CW002	WLD 261	Certification Practices	(2 SHC)(NO HS credit)	
12 total courses			38 SHC	



Introduction

This guide tells you about the NCSSM Connect Program and our course offerings. NCSSM Connect courses are different from other video conference courses you may have taken. You'll collaborate and make friends with like-minded students across the state. We do our best to make class sessions engaging, interactive, and fun.

We encourage you to review the course schedule on the following page. Then, click on the course title links to see the course description, prerequisites, meeting time, course requirements, PowerSchool code, and course introduction video.

Contact your school counselor if you are interested in registering for one or more of these courses during the 2023-2024 school year!

About NCSSM Connect

NCSSM Connect courses are live, synchronous courses taught by NCSSM faculty to students in their home schools. During class, teachers use group activities and cutting-edge instructional technology to facilitate your active participation, with project-based learning and cross-site collaboration among peers around the state. You will be able to interact with students from the mountains to the coast, allowing you to personalize your learning by sharing real-life experiences and perspectives. All NCSSM Connect courses are tuition-free.

Registration is open to North Carolina Public Schools. Courses are open to students in grades 9-12.

Students/Parents should contact their school's counselor for more information. Only school personnel can register students for classes

FALL SEMESTER – SYNCHRONOUS COURSES

Block 1	Block 2	Block 3	Block 4
<u>Honors Aerospace Engineering</u> 8:10AM - 9:20AM Monday - Friday	<u>Honors Creative Design for the Web</u> 10:00AM - 11:10AM Monday - Thursday	<u>Honors Scientific Programming</u> 11:40AM - 12:50PM Monday - Friday	<u>Honors Geology: Earth Processes and Real-World Applications</u> 1:30PM - 2:40PM Monday, Wednesday & Friday
<u>Honors Global Public Health and Infectious Disease</u> 8:15AM - 9:25AM Monday - Friday	<u>Honors Forensic Science</u> 9:50AM - 11:00AM Monday - Thursday	<u>Honors Connected Computing: Solving Problems with Technology</u> 11:40 AM - 12:50PM Monday, Wednesday & Thursday	<u>Honors Creative Design for the Web</u> 1:30PM - 2:40PM Monday - Thursday
<u>Honors Forensic Science</u> 8:15AM - 9:25AM Monday - Thursday	<u>Honors Intro to Artificial Intelligence</u> 9:50AM - 11:00AM Monday - Friday	<u>Honors Game Art and Design</u> 12:05PM - 1:15PM Monday - Friday	<u>AP Calculus BC (Yearlong)</u> 1:30PM - 2:40PM Monday - Friday
<u>Honors Intro to Cybersecurity</u> 8:10AM - 9:20AM Monday, Wednesday & Friday	<u>Honors Diseases: Dynamics of Epidemics</u> 10:00AM - 11:10AM Monday - Friday	<u>Honors Physics</u> 11:40 AM - 12:50PM Monday - Friday	<u>Honors Intro to Neuroscience</u> 1:30PM - 2:40PM Monday - Friday
	<u>Honors 21st Century Media Studies</u> 10:00AM - 11:10AM Monday - Friday	<u>Honors Anatomy and Physiology</u> 11:55AM - 1:05PM Monday - Friday	<u>Honors Biomedical Engineering</u> 1:30PM - 2:40PM Monday - Thursday

SPRING SEMESTER – SYNCHRONOUS COURSES

Block 1	Block 2	Block 3	Block 4
<u>AP Computer Science Principles</u> 8:10AM - 9:20AM Monday - Friday	<u>Honors 21st Century Media Studies</u> 10:00AM - 11:10AM Monday - Friday	<u>Honors Global Public Health & Infectious Disease</u> 11:55AM - 1:05PM Monday - Friday	<u>Honors Disaster Detectives: The Science of Forensic Engineering</u> 1:30PM - 2:40PM Monday - Friday
<u>Honors Forensic Science</u> 8:15AM - 9:25AM Monday - Thursday	<u>Honors Intro to Neuroscience</u> 10:00AM - 11:10AM Monday - Friday	<u>Honors Anatomy and Physiology</u> 11:55AM - 1:05PM Monday - Friday	<u>Honors Connected Computing: Solving Problems with Technology</u> 1:30PM - 2:40PM Monday, Wednesday & Thursday
<u>Honors Genetics & Biotechnology</u> 8:15AM - 9:25AM Monday - Friday	<u>AP Psychology</u> 9:50AM - 11:00AM Monday - Friday	<u>Honors Intro to Artificial Intelligence</u> 11:40 AM - 12:50PM Monday - Friday	<u>AP Calculus BC (Yearlong)</u> 1:30PM - 2:40PM Monday - Friday
<u>Honors Intro to Computer Science & Computational Thinking (Grade 9 ONLY)</u> 8:15AM - 9:25AM Monday - Friday	<u>Honors Intro to Computer Science & Computational Thinking (Grade 9 ONLY)</u> 9:50AM - 11:00AM Monday - Friday	<u>Honors Civil Engineering and Architecture</u> 12:05PM - 1:15PM Monday - Friday	<u>AP African American Studies</u> 1:30PM - 2:40PM Monday - Thursday
<u>Honors Cryptography: Computer Programming & Secret Messages</u> 8:10AM - 9:20AM Monday - Friday	<u>Honors Biomedical Engineering</u> 10:00AM - 11:10AM Monday - Thursday	<u>Honors Physics</u> 11:40AM - 12:50PM Monday - Friday	
<u>Honors Aerospace Engineering</u> 8:10AM - 9:20AM Monday - Friday	<u>Honors Scientific Programming</u> 9:50AM - 11:00AM Monday - Friday		