

**Class Expectations:**

1. Be in class before the tardy bell rings.
2. Respect classroom items, those of the teacher and other classmates.
3. Help keep the classroom clean. Clean up your area at the end of class or at the end of an activity.
4. Take all your things when you leave the classroom.
5. Listen while others are speaking.
6. Stay in your seat.
7. Keep hands, feet and other objects to yourself.
8. No eating during activities or lessons.

Regular attendance is required for successful completion of this and all high school courses. **In case of an EXCUSED absence, students have THREE days in which to complete work missed UPON RETURNING.**

**Tardies:**

Expectation is that a student must be in the door before or they should be counted TARDY

1st & 2nd Tardy	Warning
3rd Tardy	Parent contact
4th Tardy	Teacher determined consequence (break detention)
5th Tardy and beyond	Office referral

**Grading:**

I will enter grades into PowerSchool weekly unless something unforeseen occurs. Lincoln County policy requires grades be entered within 10 days of the due date. You can expect progress reports to come home every 9 weeks. End of Course exams will count 20% of final average.

**Classroom rules and consequences**

Students are expected to be considerate of others' ideas, comments, criticisms, and opinions. Students are to arrive to class ready to participate, listen, and learn. Students who disrupt the learning environment of the class will receive the following:

1 <sup>st</sup> offense	verbal or written warning
2 <sup>nd</sup> offense	written warning/parental call (may receive Break/After School Detention if first warning is unsuccessful)
3 <sup>rd</sup> offense	After School Detention (may be removed from class to office/parental conference)
4 <sup>th</sup> offense	removed from class to office

**Electronic Devices in Mrs. Stump's Room:**

Cell phones are not to be out in sight or use during instructional, practice, group work, or assessment times. There will be times in class that students will be allowed to use their devices for education activities/music. If a student violates this rule, I will ask the student to place it in the **phone jail** to be returned at the end of class. Multiple offenses by the same student will result in the cell phone being

turned in to the office for parental pick-up and a conference. Please help me reinforce the importance of time-on-task and limiting unnecessary distractions.

### **Contact Me**

Phone number: **704-736-1969 ext. 61040** before school around 7:45 and after school from 3:00-3:30 pm. Please let me know if you have any questions or concerns. I will reply within 24 hours.

Email: **astump@lincoln.k12.nc.us**

**Remind App:** text @stump23-24 to 81010. This app will be used to send reminders and communicate about daily happenings at school when needed.

### **About OCS courses**

To ensure success, our academic courses are offered through North Carolina Virtual Public School also known as NCVPS and Lincoln County created Canvas. Our students will be presented course content online. We will work together to take notes, review vocabulary, work on Completion activities and Mastery assignments as well as take Assessments from an online course. Most of our work will be directed by teacher but there will be an opportunity for students to work independently on the computer modules.

### **The Role and Responsibilities of an Online Student**

Online learning is engaging, fun, and provides opportunities for creativity and collaboration. Just like students taking a class face to face, online learners must take responsibility for their learning. As an online student, you will need to ...

- actively participate in the online course every day. Daily participation in the class will ensure that you stay on pace. Students are welcome to log in at home for review, but it is not required.
- check course announcements daily.
- check messages in Canvas.
- complete assignments as directed by your classroom teacher.
- seek help when needed. We are here to help! Do not hesitate to reach out with questions. Communication is key to your success.

The last few pages of this syllabus are the course descriptions that your child may have this semester with me. We will work diligently each period to cover as much as possible and will work at a pace that best suits the needs of our class.

**Please cut off the bottom of this page, sign, date and return.**

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**We have read and understand the expectations set aside in Mrs. Stump's syllabus. Open, two-way communication will be our goal.**

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**Student name and date**

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**Parent/Guardian name and date**

**Employment Preparation 1 Science**  
**Employment Preparation II Citizenship 1A & 1B**  
**Employment Preparation III Citizenship 2A & 2B**  
**Employment Preparation IV Math**  
**Occupational Preparation 3**

Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Health and Safety, Career Development and Planning, Personal Management, and includes elements of the nature of Science.

Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course.

**COURSE GOALS:**

- 1) The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.
- 2) The learner will actively participate in career development activities (e.g. awareness, exploration and planning) to determine a career goal.
- 3) The learner will develop the job-seeking skills necessary to secure employment in the chosen career pathway.
- 4) The learner will develop the work behaviors, habits, and skills in the area of personal management needed to obtain, maintain, and advance in chosen career pathway
- 5) The learner will develop the work behaviors, habits, and skills in the area of job performance needed to obtain, maintain, and advance in chosen career pathway.
- 6) The learner will develop the interpersonal relationship skills needed for success in the workplace the interpersonal relationship skills needed for success in the workplace.
- 7) The learner will develop employability skills necessary for success in the work environment.
- 8) The learner will create a Career Portfolio as required by the GRAD-004 Policy.

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**English 1**

The OCS English I course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and a Canvas online teacher. This course is strategically aligned with Common Core Standards for English I. Students will gain mastery of concepts through a survey of world literature. Some genres we will analyze include short stories, poetry, drama, epics, nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on career readiness, the student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be using a variety of web tools and technical processes. Pre-Assessments will be used as diagnostic tools, Completion Activities and Formative Assessments will measure learning throughout the unit, and Mastery Assignments and Post-Assessments will measure mastery.

**Unit One: Narrative Elements**

- Lesson 1: Plot Elements
- Lesson 2: Inferences and Arguments
- Lesson 3: Subject-Verb Agreement

**Unit 2: Writing a Narrative**

- Lesson 1: Novel Elements, Persuasion, Writing a Narrative
- Lesson 2: Symbolism and Theme

**Unit 3: Analyzing Text**

- Lesson 1: *Romeo and Juliet* Foil, pun, and oxymoron
- Lesson 2: *Romeo and Juliet* Conflict
- Lesson 3: Avoiding Sentence Fragments

**Unit 4: Heros in Fiction and Non-Fiction**

- Lesson 1: Comparative Text/Media, Sequencing, Cause and Effect
- Lesson 2: Main Idea and Author's Purpose

**Unit 5: Usage and Mechanics**

- Lesson 1: Commonly Confused Words
- Lesson 2: Capitalization and End Punctuation
- Lesson 3: Comma Usage

#### **Unit 6: Explore: Find Your Career**

- Lesson 1: Research Basics Using Careers
- Lesson 2: Using Quotation Marks
- Lesson 3: Presenting Your Research

#### **Unit 7- Poetry**

- Lesson 1: Sonnets and Personification
- Lesson 2: Theme and Ballads

## **English 2**

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Students will gain mastery of concepts through a survey of world literature. We will examine vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be used throughout the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery.

**Final Exam-** All students taking this course in a public school will complete the End of Course English 2 Exam

#### **Unit 1: Vocabulary**

- Lesson 1: Roots
- Lesson 2: Prefixes
- Lesson 3: Suffixes
- Lesson 4: Review

#### **Unit 2: World Literature**

- Lesson 1: Imagery
- Lesson 2: Symbolism
- Lesson 3: Flashback
- Lesson 4: Irony

#### **Unit 3: Analyzing Text**

- Lesson 1: Main Idea
- Lesson 2: Elements of Fiction
- Lesson 3: Elements of Poetry
- Lesson 4: Drama
- Lesson 5: Informational Texts

#### **Unit 4: Persuasion**

- Lesson 1: Fact and Opinion
- Lesson 2: Persuasion
- Lesson 3: Propaganda

#### **Unit 5: Presentation**

- Lesson 1: Presentation Skills
- Lesson 2: Impromptu and Prepared Speeches

#### **Unit 6: Cause and Effect**

- Lesson 1: Identifying Cause and Effect
- Lesson 2: Cause and Effect in Writing
- Lesson 3: Cause and Effect Essay

#### **Unit 7- Research: Global Awareness**

- Lesson 1: Global Awareness
- Lesson 2: Conducting Research
- Lesson 3: Citing Sources

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## English 3

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Students will gain mastery of concepts through a survey of world literature. Through the examination of the English language in various contexts including literary and non-literary texts, the student will explore, examine, and evaluate a wide variety of modes of expression. The course will also prepare students for development of a comprehensive research-based essay. Technology skills will be used through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery.

### **Unit 1: Language as Oral Tradition**

- Lesson 1: Review of Terms and Concepts
- Lesson 2: Oral Traditions and *Beowulf*
- Lesson 3: Introduction to Research

### **Unit 2: Language as Social Influence**

- Lesson 1: Satire
- Lesson 2: Sentence Structure
- Lesson 3: Finding and Using Resources

### **Unit 3: Language as Performance**

- Lesson 1: English Drama - *Macbeth*
- Lesson 2: Thesis and Outlines

### **Unit 4: Language as Expression**

- Lesson 1: Poetry
- Lesson 2: Writing Paragraphs

### **Unit 5: Language as Story**

- Lesson 1: Elements of a Story
- Lesson 2: Writing Paragraphs
- Lesson 3: Body Paragraphs

### **Unit 6: Language as Research and Persuasion**

- Lesson 1: Finishing Your Research Essay

### **Unit 7- Language as Life Skills**

- Lesson 1: The Job Search
- Lesson 2: The Job Application
- Lesson 3: The Job Interview

### **Unit 8: Language as Presentation**

- Lesson 1: Presenting Your Research
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## English 4

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Students will gain mastery of concepts through a survey of world literature. Through the examination of the English language in various contexts including literary and non-literary texts, the student will explore, examine, and evaluate a wide variety of modes of expression. The course will also prepare students for development of a comprehensive research-based essay. Technology skills will be used through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery.

### **Unit 1: Language as Oral Tradition**

- Lesson 1: Review of Terms and Concepts
- Lesson 2: Oral Traditions and *Beowulf*
- Lesson 3: Introduction to Research

### **Unit 2: Language as Social Influence**

- Lesson 1: Satire
- Lesson 2: Sentence Structure
- Lesson 3: Finding and Using Resources

### **Unit 3: Language as Performance**

- Lesson 1: English Drama - *Macbeth*
- Lesson 2: Thesis and Outlines

### **Unit 4: Language as Expression**

- Lesson 1: Poetry
- Lesson 2: Writing Paragraphs

### **Unit 5: Language as Story**

- Lesson 1: Elements of a Story
- Lesson 2: Writing Paragraphs
- Lesson 3: Body Paragraphs

### **Unit 6: Language as Research and Persuasion**

- Lesson 1: Finishing Your Research Essay

### **Unit 7- Language as Life Skills**

- Lesson 1: The Job Search
- Lesson 2: The Job Application
- Lesson 3: The Job Interview

### **Unit 8: Language as Presentation**

- Lesson 1: Presenting Your Research

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## **Occupational Course of Study—Financial Management**

Course Goals:

- 1-Understand personal financial planning.
- 2-Understand appropriate methods for personal financial management and independent living.
- 3-Understand state and federal income taxes.
- 4-Understand wages and compensation.
- 5-Understand the use of credit.
- 6-Understand different types of insurance in terms of their ability to meet personal needs.
- 7-Apply math skills to consumer spending.

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## **Occupational Course of Study- Economics and Personal Finance**

Course Goals:

- 1-Understand economies, markets, and the role economic factors play in making economic decisions.
- 2- Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the U.S.
- 3-Understand the role of government in a market economy.
- 4- Understand factors of economic interdependence and their impact on nations.
- 5-Analyze the relationship between education, income, career, and desired lifestyle.
- 6-Understand the purpose and function of taxes and the impact on income.
- 7-Understand money management skills and strategies.
- 8-Understand the purposes and services of financial institutions.
- 9-Understand the concepts and factors that enable individuals to make informed financial decisions for effective resource planning and money management.
- 10- Understand the value and planning processes associated with saving and investing.
- 11- Understand factors associated with consumer decision making.
- 12- Understand the rights and responsibilities of buyers and sellers under consumer protection laws.