

Stokes County Schools
High School
Course Selection Guide

2017-2018



Your Path to Success Begins with High School Graduation!

2017-2018 COURSE SELECTION GUIDE

for

STOKES COUNTY HIGH SCHOOLS

Vision

Stokes County Schools: Empowering all students to achieve and succeed.

Mission

To provide, in a safe and supportive environment, a 21st Century education for all students to be globally competitive.

Motto

It is not the roads you travel, but the lives you impact as you travel the roads.

Students First.

Slogan

Students First.

It is our belief that students in all Stokes County School high schools have access to a well-rounded high school curriculum consisting of core courses in English, mathematics, social studies and science, in addition to a second language, the arts, physical education, and Career-Technical Education. You are encouraged to read the course descriptions carefully and to plan an individualized program best suited to your needs. We further believe that our high school curriculum offers both the substance and the practicality to prepare students for the future.

No student shall, on the basis of race, color, national origin, sex, handicap or disability, be excluded from participation in, or denied admission to any academic course, vocational course, or extracurricular activity provided at any Stokes County high school.

Non-Discriminatory Policy Stokes County Schools

The Stokes County School System does not discriminate in hiring or service delivery to any persons on the basis of race, color, religion, national origin, sex, age, handicap or disability in accordance with Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972, The Age Discrimination in Employment Act (ADEA); Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA). Persons having inquiries or grievances should contact Melisa Jessup, Title VII and IX Coordinator, or Traci Royal, Section 504 Coordinator, at the Board of Education Office, P. O. Box 50, Danbury, NC 27016, 336-593-8146. Inquiries may be forwarded directly to the Office of Civil Rights, 101 Marietta Tower, Atlanta, Georgia, 30323, (404)221-2992.

Special Note

This guide is as accurate as possible on the date of publication but please be aware that additional changes in course offerings may be necessary to accommodate student needs and interests and to comply with changing state requirements. High school counselors, working closely with middle school counselors will have the latest information should changes be necessary.

**STOKES COUNTY
HIGH SCHOOL COURSE SELECTION GUIDE**

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High School Graduation Requirements

From the time you enter kindergarten, you're getting ready for high school graduation.

To make sure you stay on track for a high school diploma, please remember that every high school student must meet state course and credit requirements in addition to any local requirements. To view the state course and credit requirements, look in the colored blocks below for the section that matches when you entered ninth grade for the first time.

Your school counselor is available to answer any questions you may have about what you need to reach your goal of high school graduation.

	For some Ninth Graders with Cognitive Disabilities 2000 – >	For Ninth Graders Entering in 2012-13 and Later
Content Area	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE
English	4 Credits Occupational English I, II, III, IV	4 Credits I, II, III, IV or a designated combination of 4 courses
Mathematics	3 Credits Occupational Mathematics I, II, III	4 Credits Math 1 Math 2 Math 3 4th Math Course to be aligned with the student's post high school plans <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.</i>
Science	2 Credits Life Skills Science I, II	3 Credits A Physical Science course, Biology, Earth Environmental Science
Social Studies	2 Credits Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)	4 Credits Civics and Economics, World History, American History I and II OR AP US History*****, additional social studies course*****

World Languages	Not required	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives or other requirements	Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV** Elective credits/completion of IEP objectives/Career Portfolio required	6 Credits required 2 elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)
Career/Technical	4 Credits Career/Technical Education electives	
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

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

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

CPR Instruction is required for Graduation

Future-Ready Core Graduation Requirements

Listed below are the North Carolina and Stokes County Graduation requirements for students *entering high school in the 2012-2013 school year and later.*

English—4 courses required

- English I or Honors English I
- English II or Honors English II
- English III or Honors English III or English III/AP English
- English IV or Honors English IV or English IV/AP English

Mathematics—4 courses required

- Math I
- Math II
- Math III
- Plus a 4th math for which Algebra II, Integrated Math III, or Math III is a prerequisite (Advanced Functions and Modeling; Pre-Calculus; AP Statistics) or another math to be aligned with the student's post high schools plans

Science—3 courses required

- A Physical Science
- Earth/Environmental Science
- Biology

Social Studies--4 courses required

- Civics and Economics
- World History
- American History I and II or
- AP US History and an additional social studies course
- American History I and AP US History

Electives--12 courses required

- 2 must be any combination from Career and Technical Education, Arts Education, and Second Language
- 4-course concentration strongly recommended from one of the following: Career and Technical Education, JROTC, Arts Education, Any other subject area (Mathematics, Science, Social Studies, English)

Health and Physical Education —1 course required

Total Courses = 28

2017-2018 Stokes County Schools Career Clusters – Updated 01/06/2017

For freshmen entering high school in the 2012-2013 school year and beyond

Agriculture, Food & Natural Resources (AGNR)	Architecture & Construction (ARCH)	Arts, A/V Technology & Communications (AAVC)	Business Management & Administration (BMA)	Finance (FINA)	Health Science (HLTH)	Hospitality & Tourism (HOSP)
<p><u>Foundational Courses</u> AS31 Agricultural Mechanics I AU10 Agriscience Applications FC11 Principles of Family & Human Services BF05 Personal Finance AA21 Animal Science I AA22 Animal Science II* FN41 Foods I FN42 Foods II – Enterprise* AP41 Horticulture I AP42 Horticulture II* AP44 Horticulture II – Landscaping* CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> IC00 Core and Sustainable Construction FC11 Principles of Family & Human Services BF05 Personal Finance BF10 Principles of Business & Finance IC21 Carpentry I IC22 Carpentry II* IC11 Masonry I IC12 Masonry II* IC61 Drafting I IC62 Drafting II – Architectural * IC63 Drafting III - Architectural FI51 Interior Design I FI52 Interior Design II* CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> BD10 Multimedia and Webpage Design MM51 Marketing MM21 Fashion Merchandising TS21 Scientific & Technical Visualization I BM10 Microsoft Word and PowerPoint FA31 Apparel and Textile Production I FA32 Apparel and Textile Production II* TS31 Game Art Design* TS32 Advanced Game Art Design ME11 Entrepreneurship I CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> BF10 Principles of Business & Finance BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access BA10 Accounting I BA20 Accounting II* ME11 Entrepreneurship I* CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> BF05 Personal Finance BF10 Principles of Business & Finance BM20 Microsoft Excel and Access BA10 Accounting I BA20 Accounting II* ME11 Entrepreneurship I CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> HB11 Biomedical Technology I HB12 Biomedical Technology II* HU10 Health Team Relations HU40 Health Science I HU42 Health Science II* HN43 Nursing Fundamentals (2 credits) HN44 Fundamentals of Gerontology CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> FN41 Foods I BF10 Principles of Business & Finance MM51 Marketing FN42 Foods II – Enterprise* ME11 Entrepreneurship I MH31 Sports and Entertainment Marketing I CS95 CTE Advanced Studies Career and College Promise</p>
<p><u>Enhancement Courses</u> CC45 Career Management BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access MM51 Marketing ME11 Entrepreneurship I BF10 Principles of Business & Finance CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> AS31 Agricultural Mechanics I CC45 Career Management BD10 Multimedia and Webpage Design BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access FA31 Apparel and Textile Production I MM51 Marketing MM21 Fashion Merchandising ME11 Entrepreneurship I CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> CC45 Career Management BM20 Microsoft Excel and Access FC11 Principles of Family & Human Services FI51 Interior Design I BF10 Principles of Business & Finance BF05 Personal Finance CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> CC45 Career Management BD10 Multimedia and Webpage Design MM51 Marketing BF05 Personal Finance CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> CC45 Career Management BM10 Microsoft Word and PowerPoint MM51 Marketing CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> CC45 Career Management BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access FC11 Principles of Family & Human Services MM51 Marketing FN41 Foods I FE60 Parenting and Child Development ME11 Entrepreneurship I BF05 Personal Finance BF10 Principles of Business & Finance CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> CC45 Career Management BF05 Personal Finance BD10 Multimedia and Webpage Design BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access FC11 Principles of Family & Human Services CS97 CTE Internship</p>

- To be a CTE completer, students must take at least four credits from a career cluster. At least three of the credits must come from the Foundational Courses with at least one of the Foundational Courses at the completer level *. The fourth credit may be either a Foundational or Enhancement Course.
- Cooperative education courses will count the same as the Classroom Course

2017-2018 Stokes County Schools Career Clusters – Updated 01/06/2017

For freshmen entering high school in the 2012-2013 school year and beyond

Human Services (HUMA)	Information Technology (INFO)	Manufacturing (MANU)	Marketing (MRKT)	Science, Technology, Engineering & Mathematics (STEM)	Transportation, Distribution & Logistics (TRAN)
<p><u>Foundational Courses</u> FC11 Principles of Family & Human Services BF05 Personal Finance BF10 Principles of Business & Finance FE60 Parenting and Child Development CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> BF10 Principles of Business & Finance BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access BD10 Multimedia and Webpage Design* BP01 Microsoft Introduction to Computer Science CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> MM51 Marketing MM21 Fashion Merchandising BF10 Principles of Business & Finance FA31 Apparel and Textile Production I FA32 Apparel and Textile Production II* ME11 Entrepreneurship I CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> BF10 Principles of Business & Finance MM51 Marketing MA52 Marketing Applications* MM21 Fashion Merchandising ME11 Entrepreneurship I* CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> TE11 Technology, Engineering & Design TE12 Technological Design* IC61 Drafting I TS21 Scientific & Technical Visualization I TS22 Scientific & Technical Visualization II* CS95 CTE Advanced Studies Career and College Promise</p>	<p><u>Foundational Courses</u> IIT Introduction to Automotive Service I IT16 Automotive Service I MA52 Marketing Applications* IT17 Automotive Service II* IT18 Automotive Service III ME11 Entrepreneurship I MM51 Marketing CS95 CTE Advanced Studies Career and College Promise</p>
<p><u>Enhancement Courses</u> CC45 Career Management BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access FN41 Foods I ME11 Entrepreneurship I CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> CC45 Career Management ME11 Entrepreneurship I BF05 Personal Finance CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> AS31 Agricultural Mechanics I CC45 Career Management BD10 Multimedia and Webpage Design BF05 Personal Finance BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access IC61 Drafting I CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> CC45 Career Management BD10 Multimedia and Webpage Design BF05 Personal Finance BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access FA31 Apparel and Textile Production I CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> CC45 Career Management BD10 Multimedia and Webpage Design BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access AP41 Horticulture I ME11 Entrepreneurship I BF05 Personal Finance BF10 Principles of Business & Finance CS97 CTE Internship</p>	<p><u>Enhancement Courses</u> AS31 Agricultural Mechanics I CC45 Career Management BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel and Access BF05 Personal Finance BF10 Principles of Business & Finance CS97 CTE Internship</p>

- To be a CTE completer, students must take at least four credits from a career cluster. At least three of the credits must come from the Foundational Courses with at least one of the Foundational Courses at the completer level *. The fourth credit may be either a Foundational or Enhancement Course.
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Career & College Promise

Forsyth Technical Community College

Career and College Promise affords optional opportunities for Juniors and Seniors to earn up to 42 credit hours of community college credit while in high school. Students may be interested in taking just one course to get a head start on college-level work or they may want to work towards earning a college diploma or certificate while still in high school. The pathways below are available for qualified students. Courses are provided TUITION FREE; however, students will be responsible for paying applicable student fees as well as purchasing course textbooks. Students interested in pursuing college credit should contact their counselor.

College Transfer Pathways

Designed primarily for Juniors and Seniors who plan to attend a four-year college.

- Business and Economics
- Humanities and Social Sciences
- Engineering and Mathematics
- Life and Health Sciences

Students must choose one pathway. Only courses in the pathway are allowed. Changing of pathways are not permitted.

Requirements:

- Be a high school junior or senior at least 15 years of age.
- Have a weighted high school GPA of 3.00 on all high school courses.
- Meet prerequisites for all courses.
- Demonstrate college readiness by achieving placement test scores as outlined in the state approved test score chart
- Courses taken at Forsyth Tech can be counted as honors high school credits as well.

Career and Technical Pathways

Below are certificate and diploma pathways which are available to Juniors and Seniors. Students must select one pathway and can only register for courses in that pathway. Changing of pathways is generally not permitted.

Business and Information Technologies:

- Accounting (Diploma)
- Business Administration – Global Entrepreneurship (Certificate)
- Business Administration – International Business (Certificate)
- Computer Information Technology (Certificate)
- Computer Information Technology – Help Desk Operations (Diploma)
- Computer Programming (Diploma)
- Computer Programming (Certificate)
- Computer Programming – ASP.net (Certificate)
- Computer Programming – JAVA Programming (Certificate)

- Global Logistics Technology (Diploma)
- Medical Office Administration (Diploma)
- Networking Technology – CISCO Networking Associate (Certificate)
- Networking Technology – Linux RHCE (Certificate)
- Networking Technology – MCITP-EA (Diploma)
- Networking Technology – Networking Security (Diploma)
- Office Administration (Diploma)
- Project Management Technology – Information Systems (Certificate)
- Web Technologies (Certificate)

Trade and Industrial Technologies:

- Air Conditioning, Heating, & Refrigeration Technology (Diploma)
- Automotive Systems Technology (Diploma)
- Carpentry (Diploma)
- Collision Repair and Refinishing Technology (Diploma)
- Computer Integrated Machining (Diploma)
- Electrical/Electronics Technology (Diploma)
- Electronics Engineering Technology (Certificate)
- Graphic Arts and Imaging Technology (Diploma)
- Heavy Equipment and Transport Technology (Diploma)
- Heavy Equipment and Transport Technology (Certificate)
- Horticulture Technology – Greenhouse and Nursery Operations (Certificate)
- Horticulture Technology – Landscape Maintenance (Certificate)
- Industrial Systems Technology (Diploma)
- Plumbing (Diploma)
- Recreational Vehicle Maintenance and Repair Technology (Certificate)
- Welding Technology (Diploma)

Humanities and Social Sciences:

- Early Childhood Education (Diploma)

Requirements:

- Be a high school junior or senior and be at least 15 years of age.
- Have a weighted high school GPA of 3.00 on all high school courses, or recommendation for consideration by principal or his/her designee based on prior success in related courses.
- Meet prerequisites for all courses.
- Demonstrate college readiness on an assessment/placement test for the courses in which the student is enrolling.
- Some courses taken at Forsyth Tech can be counted as honors high school credits as well.

REQUIREMENTS FOR BOTH PATHWAYS:

To maintain eligibility:

1. Must maintain a 2.0 GPA in all college coursework after completing at least two courses
2. Continue enrollment in high school with a minimum halftime enrollment status.

Calendar/Delivery:

Students will adhere to the **Forsyth Tech college calendar** which may differ from Stokes County Schools. Course location may vary depending on courses selected: Some courses may be delivered online, others on high school campuses, or on college campuses.

FOR ADDITIONAL INFORMATION, PLEASE CONTACT:

- Ms. Holly Kidd, Part-time Coordinator, 336-593-5402, hkidd@forsythtech.edu
- Mrs. Brenda Peoples, Staff Assistant, 336-734-7466 or bpeoples@forsythtech.edu
- Your high school counselor
- Stacy Dobbs, Staff Assistant sdobbs@forsythtech.edu

COURSE DESCRIPTIONS

All courses are 1 semester, 1 credit courses unless otherwise noted. Courses can be taken for credit one time only, unless otherwise noted. Students who plan to attend a four-year college or university should consider registering for honors level courses where available. Students in honors level classes will be expected to complete assignments above and beyond those of the standard level courses.

Special Note

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ENGLISH

ENGLISH I. The successful completion of this course (or English I Honors) is required for graduation. The student will recognize and respond to information from informational and literary texts and will study different genres of literature, grammar and literature conventions, elements of literature, and literary terms.

Grade: 9

Prerequisite: none

ENGLISH I HONORS. The successful completion of this course (or English I Standard) is required for graduation. The student will recognize and respond to information from informational and literary texts and will study different genres of literature, grammar and literature conventions, elements of literature, and literary terms. Honors English I will demand more challenging involvement than the standard English I, providing multiple opportunities for student to take greater responsibility for their learning in independent reading, research and presentation as well as seminars and debates.

Grade: 9

Prerequisite: Teacher Recommendation

INTRO TO ENGLISH II This course will serve students who need reinforcement with literary terms, writing skills, and reading strategies before moving on to English II. Additionally, the course is designed to improve basic reading skills, increase vocabulary knowledge, increase reading fluency, and teach comprehension strategies. The course will focus on critical reading and writing skills, and prepare students for the rigor of English II and the End of Course exam. Intro to English II is highly recommended for students who are below grade level in reading and students who have difficulties comprehending what they read.

Grade: 10

Prerequisite: English I

ENGLISH II. The successful completion of this course (or English II Honors) is required for graduation. The student will study informational and literary texts including world literature, vocabulary, mechanics of writing, and communication skills. Students will focus on writing skills as they apply to all subject areas.

Grade: 10

Prerequisite: English I

ENGLISH II HONORS. The successful completion of this course (or English II Standard) is required for graduation. The student will study informational and literary texts including world literature, vocabulary, mechanics of writing, and communication skills. Honors English II will demand more challenging involvement than the English Standard II, providing multiple opportunities for students to take greater responsibility for their learning in the areas of critical thinking, interdisciplinary connections, reading, research, presentation and discussion topics. Students will focus on writing skills as they apply to all subject areas.

Grade: 10

Prerequisite: English I Honors, Teacher Recommendation

ENGLISH III. The successful completion of this course (or another English III course) is required for graduation. The student will study informational and literary texts including American literature, vocabulary, mechanics of writing, and communication skills. Honors level students will be required to write a research paper and/or a literary critical paper.

Grade: 11

Prerequisite: English II

ENGLISH III HONORS. The successful completion of this course (or another English III course) is required for graduation. The student will study informational and literary texts including American literature, vocabulary, mechanics of writing, and communication skills. Honors level students will be required to write a research paper and/or a literary critical paper. Emphasis is placed on SAT preparation, critical thinking, and interdisciplinary connections in preparation for the challenges of a college environment.

Grade: 11

Prerequisite: English II Honors, Teacher Recommendation

AP ENGLISH LANGUAGE and COMPOSITION. The successful completion of this course meets the graduation requirement for English III. This course meets requirements of both the North Carolina Essential Standards for English III and The College Board Advanced Placement English Language and Composition. This course should train students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The student will study American literature, criticism of prose writings, the enhancement of oral communication skills, and in-depth writing and research skills. Numerous outside reading and writing assignments are required for the successful completion of this course. Summer reading is required. Emphasis is placed on SAT and AP test preparation, critical thinking, and interdisciplinary connections in preparation for the challenges of a college environment. The course is designed to prepare students for the AP English Language and Composition exam.

Grade: 11

Prerequisite: AP Teacher recommendation; English I Honors and English II Honors preferred

ENGLISH IV. The successful completion of this course (or English IV Honors or AP) is required for graduation. The student will study informational and literary texts including European literature, history of the English language, vocabulary, mechanics of writing, and communication skills. All students will be required to write a research paper and/ or a literary paper.

Grade: 12

Prerequisite: English III

ENGLISH IV HONORS. The successful completion of this course (or another English IV course) is required for graduation. The student will study European literature, history of the English language, vocabulary, mechanics of writing, and communication skills. All students will be required to write a research paper and/ or a literary paper. Honors students will take greater initiative in selection of reading, research and presentation topics, seminar-based discussion and debate, and critical thinking needed to be successful in a college environment.

Grade: 12

Prerequisite: English III Honors, Teacher Recommendation

AP ENGLISH LITERATURE and COMPOSITION. The successful completion of this college level course meets the graduation requirements for English IV. This course meets requirements of both the North Carolina Essential Standards for English IV and The College Board Advanced Placement English Literature and Composition. The course engages students in the careful reading and critical analysis of imaginative literature. Students will develop critical standards for interpreting the effects writers create by means of artful manipulation of language. This course combines American, British, and world literature to enable students to gain a better understanding of the written word. The course will focus on expository prose, the enhancement of oral communication skills, and an in-depth study of literary elements and historical relevance of selected works. A summer reading list is required for successful completion of the course. The course is designed to prepare students for the AP English Literature and Composition exam.

Grade: 12

Prerequisite: AP Teacher recommendation; AP English Language III preferred

ANNUAL. This one semester course is an elective for students who are interested in being on the yearbook staff. Students will be working with writing and editing techniques, layout and graphic design, photography, and promoting/selling yearbooks, and advertising sales. With teacher approval, this course can be taken for credit more than once. (Seniors may receive Honors credit for this course if they meet all of the requirements.)

Grades: 10-12

Prerequisite: Annual advisor recommendation, application required

Fall semester only.

ANNUAL EDITORS. This one semester course is for the editors of the annual as designated by the advisor. This spring semester course will be spent completing the annual for publication. (Seniors may receive Honors credit for this course if they meet all of the requirements.)

Grades: 11-12

Prerequisite: Approval by Annual advisor, application required

Spring semester only.

CREATIVE WRITING This course is designed to help those students who are interested in and exhibit a talent for creative writing. Students will be encouraged to develop skills in the following areas: short stories, poems, and essays. Emphasis will be placed on the development of creative thinking abilities and creative writing techniques. Students will be required to do oral presentations as determined by the instructor. Course activities will also include the publication of a literary magazine. Students can take this course more than one time for credit, but only once during an academic year.
Grades: 10-12
Prerequisite: Teacher recommendation

MATHEMATICS

INTRODUCTORY MATHEMATICS This course provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology from manipulatives to calculators, are used regularly for instruction and assessment. This course can be coupled with Math 1 during the freshman year to help students be more successful in Math 1.
Elective Credit only for most students
Grade: 9
Prerequisite: Teacher Recommendation

MATHEMATICS I -This course provides students the opportunity to study traditional topics from algebra, geometry, probability, and statistics in a problem-centered, connected approach. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.
This course is required for graduation.
Grades: 9-12
Prerequisite: 8th Grade Math

MATHEMATICS II This course continues students' study of topics from algebra, geometry, and statistics in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.
This course is required for graduation.
Grades: 9-12
Prerequisite: Math I, Teacher Recommendation for Honors

MATHEMATICS III – This course continues students' study of topics from algebra, geometry, and statistics in a problem-centered, connected approach. Functions and the deductive methods of proof with geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction.
This course is required for graduation.
Grades: 10-12
Prerequisite: Math I and II ; Teacher Recommendation for Honors

ADVANCED FUNCTIONS AND MODELING. This course provides students with an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.
Grades: 11-12
Prerequisite: Math III

HONORS PRE-CALCULUS. This course provides students with an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for Calculus. Applications and modeling will be included throughout the course. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.
Grades: 11-12
Prerequisite: Math III, Teacher Recommendation.

HONORS DIFFERENTIAL FUNCTIONS AND ANALYTIC GEOMETRY. This course develops students' understanding of the concepts of Calculus (functions, graphs, limits, derivatives) and provides experience with its methods and applications to physics, economics, and various other fields of study. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. A strong algebraic and trigonometric background is required. This course is mandatory prior to taking AP Calculus for North Stokes and West Stokes.

Grades: 11-12

Prerequisite: PreCalculus, Teacher recommendation

AP CALCULUS AB. This course encompasses all areas of calculus with more emphasis on theory and preparation for the AP exam. All areas in the AP Calculus AB handbook are covered. Work with sample exams and problems from both the multiple choice and free response will be incorporated into the course. The course is designed to prepare students to pass the AP Calculus AB Exam.

Grades: 11- 12

Prerequisite: Teacher recommendation; Differential Functions and Analytic Geometry or Pre-Calculus

AP STATISTICS. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and application software will be used. This course is designed to prepare students to pass the AP Statistics Exam.

Grades: 10-12

Prerequisite: Honors Math II and Teacher Recommendation.

SCIENCE

EARTH/ENVIRONMENTAL SCIENCE. Earth and Environmental Science is designed to immerse students in the physical, biological, and environmental sciences that shape our earth. Scientific concepts, principles, and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence based decision making in real world contexts. The curriculum topics include the rock cycle, lithosphere, meteorology, atmosphere, hydrosphere, and biosphere, with an emphasis on environmental awareness and sustainability of the earth. This is a required, introductory science course that covers a varied group of studies including Meteorology, Astronomy, This course (or Honors Earth/Environmental Science) is required for graduation.

Grade: 9

Prerequisite: none

HONORS EARTH/ENVIRONMENTAL SCIENCE. This is a rigorous course designed to allow highly motivated students to conduct an in-depth study of the North Carolina Essential Standards Earth and Environmental Science. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. Students' investigations will be communicated through presentations and formal laboratory reports.

Grade: 9

Prerequisite: Teacher Recommendation and 8th grade Science EOG level III or IV

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

Grades: 10-12

Prerequisite: Teacher Recommendation

PHYSICAL SCIENCE. This is a survey course of Physics and Chemistry. The course covers the basics of both fields to prepare the student for Physics and/or Chemistry. The course content features the topics of atomic theory, trends of the periodic table, chemical bonding and reactions, motion, forces, energy, waves, electricity, and magnetism. Fundamental skills of algebra are reinforced, particularly as Physics-related topics are addressed. A physical science is required for graduation.

Grades: 9-12

BIOLOGY. This course investigates the concepts, principles, and theories used to understand how living things interact within their natural environment. Emphasis will be placed on the structure and function of the cell as the basic unit of life. The scientific method, scientific advancement and man's social responsibility in the use of this knowledge are also stressed. Students are required to take the state End-of-Course-Test.

Grades: 9-10

HONORS BIOLOGY. This course is designed to give students a more challenging and in-depth Biology experience while also following the North Carolina Essential Standards in Biology. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students are expected to design and carry out several independent investigations of biological questions; read and report on recent research in biology, and demonstrate a more in-depth conceptual understanding of all biology objectives.

Grades: 9-10

Prerequisite: Teacher recommendation

AP BIOLOGY. This course is designed to be the equivalent of a college introductory biology, two semester course. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. Students will be prepared to take the national College Board Advanced Placement Biology Exam.

Grades: 11-12

Prerequisite: Honors Biology, Chemistry and Teacher Recommendation

CHEMISTRY. This course investigates the properties, composition and transformations of matter with a blend of concepts, terminology, problem solving and laboratory exercises. The academic rigors of this science course will help prepare students for higher level classes and therefore is recommended for college bound students. Honors level is a fast paced survey course with an emphasis on problem solving which necessitates a sound mathematical background. This class is recommended for highly motivated students. Standard level is similar to Honors but with an emphasis on basic problem solving and chemistry fundamentals. A physical science is required for graduation.

Grades: 10-12

Prerequisite: Math I or concurrently with Math II recommended

HONORS CHEMISTRY. This is an accelerated, math-intensive laboratory course designed to give students a more conceptual and in-depth understanding of the concepts in the North Carolina Essential Standards in Chemistry. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include additional honors objective and an in-depth independent study of chemistry-directed questions.

Grades: 10-12

Prerequisite: Math I or concurrently with Math II recommended; science teacher recommendation

AP CHEMISTRY. This course simulates the first year of a general college chemistry course. At least one-third of the course concentrates on laboratory experiments while problem solving and academic material constitutes the remainder of the course. This class helps bridge the gap between high school and college. It is recommended for highly motivated students preparing for college or university level courses. Students will be prepared to take the national College Board Advanced Placement Chemistry Exam.

Grades: 11-12

Prerequisite: Chemistry, completion of/or current enrollment in Math II and teacher recommendation and a grade of "A" in Honors Chemistry

ANATOMY & PHYSIOLOGY. The content of this course is designed to study the structure and function of the human body and provide an integrated view of how it works. The human body systems will be covered and homeostatic imbalances will be emphasized. This course provides a good foundation for any student planning to pursue a career in the allied health field. Areas to be studied are levels of organization, support and movement, control and regulation, fluids and transport, environmental exchange, and continuity of life.

Grades: 11-12

Prerequisite: Biology

HONORS ANATOMY & PHYSIOLOGY. The content of this course is designed to study the structure and function of the human body through discussions, laboratory activities, animal dissections, and research projects. The human body systems will be covered and homeostatic imbalances will be emphasized. This course provides a good foundation for any student planning to pursue a career in the allied health field or life sciences. Areas to be studied are levels of organization, support and movement, control and regulation, fluids and transport, environmental exchange, and continuity of life.

Grades: 11-12

Prerequisite: Biology and Chemistry (can do chemistry concurrently) or teacher recommendation

PHYSICS. Physics describes how the physical world behaves by using mathematics and problem solving strategies. Through studying the natural laws dealing with mechanics, heat, light, sound, electricity, and magnetism, students develop concepts and skills that benefit their lives and careers. This course provides a good foundation for any student planning a career that involves engineering, medicine, electronics, mechanics, and/or technology. Students planning to continue their education at colleges, universities or technical schools should consider taking this course.

Grades: 11-12

Prerequisite: Physical Science and/or Chemistry & Math II.

HONORS PHYSICS. This course uses the North Carolina Essential Standards for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student's view of the larger physics community. Students should have a strong mathematics and science background. Students will be required to 1. operate with algebraic expressions to solve complex equations which include trigonometric functions; 2. use exponents to solve problems; and 3. describe graphically, algebraically, and verbally real-world functions and identify independent and dependent variables.

Grades: 11-12

Prerequisite: Chemistry & Math II, Teacher recommendation

AP PHYSICS. This class is for the serious student preparing for college or university level courses. This non calculus-based course mirrors an introductory lab-oriented college course in general physics. Problem solving skills will be emphasized. The course will provide an in-depth coverage of mechanics, electricity and magnetism. Students will be prepared to take the national College Board Advanced Placement Physics Exam.

Grades: 11-12

Prerequisite: Physics and Precalculus or Advanced Functions and Modeling

SOCIAL STUDIES

WORLD HISTORY. This course is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. World History provides the foundation that enables students to acquire the knowledge which will be used in the study of Civics and Economics and United States History. *This course is required for graduation.*

Grade: 9

Prerequisite: none

HONORS WORLD HISTORY.

Students in this course will cover all of the material listed in the World History course. In addition, students will be required to do more analytical reading, writing, and research. This course will cover more content and move at a faster pace than the regular World History course.

Grade: 9

Prerequisite: Teacher Recommendation for Honors

AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS. This course focuses on the economic, legal, and political knowledge and skills needed by all students for becoming responsible citizens in an interdependent world. Economic topics for study include basic economic concepts, economic institutions, and reasoned approaches for analyzing and evaluating economic problems, actions, and policies. The course covers The Colonial period of United State History up to the Articles of Confederation (1492-1789). *This course is required for graduation.*

Grades: 10-12

Prerequisite: Teacher recommendation for Honors

HONORS AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS.

Honors American History: The Founding Principles, Civics, and Economics is accelerated, more challenging, and provides a more indepth study of pertinent content than American History: The Founding Principles, Civics, and Economics. Critical analysis, application, and expression of ideas through various research projects and reactionary writing assignments are included. This course prepares students for advanced Social Studies classes. Strong writing skills are highly recommended.

Grades: 10-12

Prerequisite: Teacher Recommendation for Honors

AMERICAN HISTORY I: THE FOUNDING PRINCIPLES. The Founding Principles will begin with European exploration of the new world order and go through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial American and the outbreak of the American Revolution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's Westward Expansion, the growth of sectional conflict, how the sectional conflict led to the civil war and the consequences of the Civil War, including Reconstruction. This course goes beyond memorization of isolated facts to the development of high level thinking skills, encouraging students to make historical assessments and evaluations.

Grades: 10-12

Prerequisites: Teacher recommendation for Honors

AMERICAN HISTORY II: THE FOUNDING PRINCIPLES. The Founding Principles will begin in the late nineteenth century and go through the early 21st Century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction period to the present times. Students will learn about the change in ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. American History II will guide students on the expanding role of the federal government and the federal courts as well as the continuing tension between the individual and the state. This course goes beyond memorization of isolated facts to the development of high level thinking skills, encouraging students to make historical assessments and evaluations.

Grades: 10-12

Prerequisites: World History, Civics & Economics, American History I; teacher recommendation for Honors

AP UNITED STATES HISTORY. This is a college-level course. The course will be a study of the development of the United States from the Pre-Columbian Exploration to the present. Writing and research will be an essential part of this course. This course is designed to give students an in-depth understanding of the roots of American values, institutions, events and the development of the American nation. Students will be prepared to take the AP U. S. History exam.

Grades: 11 and 12

Prerequisite: Teacher recommendation

AP US GOVERNMENT AND POLITICS. This AP course in U.S. government and politics will give students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The following topics will be explored: (1) Constitutional Underpinnings of United States Government, (2) Political Beliefs and Behaviors, (3) Political Parties and Interest Groups, (4) Institutions of the National Government, (5) Public Policy, and (6) Civil Rights and Civil Liberties. Students will be prepared to take the national College Board Advanced Placement Government Exam.

Grades: 11-12

Prerequisite: Teacher recommendation

PSYCHOLOGY HONORS. This honors level 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.

Grades: 10-12

Prerequisite: Teacher recommendation

AP PSYCHOLOGY. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Grades: 11-12

Prerequisite: Teacher recommendation, Psychology Honors

PHYSICAL EDUCATION

Courses in PE may be taken for credit more than once, unless otherwise noted. Only one course in the PE Department can be taken each semester.

NORTH STOKES

HEALTH AND PHYSICAL EDUCATION. This course will provide students with an understanding of the body and its functions as well as information which will help them assume responsibility for their health and the health of others. This course is required for graduation and can be taken only once for credit.

Grade: 9

PHYSICAL EDUCATION. This course includes basic fundamentals of soccer, basketball, tennis, track and field, softball and volleyball. Students enrolled should have a definite desire to improve themselves physically and to acquire a basic knowledge of many sports and games. Students must have tennis shoes and be prepared to dress out each day.

Grades: 9-12

WEIGHT TRAINING/PE. This course will combine portions of the Physical Education class and the Weight Training classes.

Grades: 9-12

WEIGHT TRAINING I, II, III. These courses are designed to help condition students for sports they participate in as well as everyday living. Focus is on building muscle tone and endurance. First time Weights students should take Weight Training I; students who have passed the first level should take level II.

Grades: 9-12

SOUTH STOKES

HEALTH/PE. This course addresses the areas of stress management, self-protection, relationships, nutrition/weight management and substance abuse to allow students to develop the ability to function successfully and maintain good health in today's world. This course also includes various activities of team and individual sports classes. It is required for graduation and can be taken only once for credit.

Grade: 9

Prerequisite: none

ADVANCED PHYS.ED/TURF&EVENT MANAGEMENT. This course teaches care of athletic complexes along with preparation for school-based events. Students will work closely with instructor to ensure safe, aesthetically pleasing environment for optimal sport participation. In addition, this course will prepare facilities for extra-curricular activities.

Grade 10-12

Prerequisite: Health/PE and/or Teacher Recommendation

TEAM SPORTS. This general PE Course includes activities such as basketball, soccer, football, volleyball and softball. Basic rules and fundamental skills in each activity will be stressed.

Grades: 9-12

Prerequisite: none

SWIMMING. This course will offer students instruction in three levels of swimming – Beginning, Intermediate, and Advanced. Beginning swimmers will be taught five basic strokes: freestyle or Australian Crawl, side stroke, back stroke, breast stroke, and butterfly stroke. Intermediate swimmers will have an opportunity to improve on technique and master the skills of each of the above strokes. Advanced swimmers will be allowed to continue working on stroke mastery and begin work on the skills needed to pass a life-saving certification course.

Grades: 9-12

Prerequisite: None

FREE WEIGHT TRAINING AND CONDITIONING. This course stresses total body conditioning through the use of free weights, dumbbells, and machines. Emphasis is also placed on flexibility and cardio-vascular fitness.

Grades: 9-12

Prerequisite: none

Fit for Life. In this course you will get fit regardless of your fitness level! Workouts are shorter, less extreme and just as effective. Students will participate in activities that will increase their fitness levels and develop healthy practices. Topics include fitness assessments, benefits of fitness and diet and nutrition.

Grades: 9-12

Prerequisite: None

WEST STOKES

HEALTH/PE. This course addresses the areas of stress management, self-protection, relationships, nutrition/weight management and substance abuse to allow students to develop the ability to function successfully and maintain good health in today's world. This course also includes various activities of team and individual sports classes. It is required for graduation and can be taken only once for credit.

Grade: 9

Prerequisite: none

TEAM SPORTS. This general PE course includes activities such as basketball, soccer, football, volleyball and softball. Basic rules and fundamental skills in each activity will be stressed.

Grades: 9-12

Prerequisite: none

INDIVIDUAL SPORTS. This course will introduce the student to the basic fundamentals of the following activities: bowling, archery, pool, golf, table tennis, tennis, and recreational games. This course can be taken only one time. In addition to the required PE fee, students should expect to pay an extra fee for some activities off campus.

Grades: 11-12

Prerequisite: none

FREE WEIGHT TRAINING AND CONDITIONING. This course emphasizes strength and muscular development through the use of free weights and dumbbells. Specific programs are designed to improve speed and agility through plyometrics and running. Emphasis is also placed on the improvement of cardiovascular conditioning through running.

Grades: 9-12

Prerequisite: none

FREE WEIGHT TRAINING/BODY TONING. This course stresses body shaping and toning of muscles through the use of free weight equipment. In addition, emphasis will be placed on cardiovascular endurance and conditioning programs, weight management, body composition and fitness testing.

Grades: 9-12

Prerequisite: none

TEAM SPORTS/FREE WEIGHT TRAINING. This course is a combination of the activities included in Team Sports and Free Weight Training.

Grades: 10-12

Prerequisite: none

FREE WEIGHT TRAINING AND CONDITIONING II. This course will place emphasis on strength and muscular development through use of free weights. The program will be sport specific, designed for the individual. Emphasis will also be placed on cardiovascular fitness.

Grades: 10-12

Prerequisite: Weights Course and teacher recommendation.

SPANISH

****Note: Two courses in the same foreign language are required for the NC Scholars Program, the College/University Course of Study, and admission to all University of North Carolina System universities. Most private colleges and universities also require a minimum of two courses in a foreign language. Students are advised to check the requirements of schools they wish to attend.*

SPANISH I, II, III, IV, V, VI. These courses provide an in-depth study of the language of the Spanish-speaking world. All levels incorporate listening, reading, writing, and speaking skills on the part of the students. The classes are taught at a very fast pace and are conducted primarily using the Spanish language. Spanish III emphasizes the fine tuning of Spanish grammar and pronunciation through conversation, reading, writing, and oral presentations. Included at this level is the reading of Spanish literature. Spanish IV emphasizes culture and art throughout the Spanish speaking world and the influence of Spain in shaping modern Hispanic and Latin American culture.

Grades: 9-12

Prerequisite: None for Spanish I

Spanish I for Spanish II (Spanish II should be taken in the semester immediately following successful completion of Spanish I, if possible)

Spanish II and teacher recommendation for Spanish III

Spanish III and teacher recommendation for Spanish IV

Spanish IV and teacher recommendation for Spanish V

Spanish V and teacher recommendation for Spanish VI

AP SPANISH LANGUAGE AND CULTURE. AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

Grades: 11-12

Prerequisites: Spanish 4 or higher and Teacher Recommendation

CULTURAL ARTS

BAND

NORTH STOKES

Band IA & IB (grade 9), Band IIA and IIB (grades 10-12) – It is expected that students will register for two semesters of band unless they are cheerleaders or football players, with some exceptions. The first semester emphasizes the marching band experience. Attendance at all required games, performances, and parades is expected. The second semester emphasizes the symphonic (concert) band experiences. Concerts, state contest and out-of-town field trips are required. Enrollment is dependent upon the permission of the instructor.

Prerequisite: 3 years prior playing experience or recommendation of the director.

SOUTH STOKES

BAND 9. This is a two-semester course, and students will receive two units of credit. The course is designed for and open to 9th grade band students only. During the first semester students will be oriented to the high school band program. All facets of the band program will be introduced. Students will learn the fundamentals required for marching band and will participate in marching band performances. During the second semester, students will focus on the concert band experience.

Grade: 9

Prerequisite: Previous experience playing a band instrument.

BAND 10-12. This course is a two semester course, and students will receive two units of credit. The first semester emphasizes the marching band experience. All performances at home football games, several away games, parades and some after school rehearsals are required. The second semester emphasizes the concert band experience. Concerts, district festival, and some after school rehearsals are required.

Grades: 10-12

Prerequisite: Completion of Band 9.

WEST STOKES

JAZZ BAND. The Jazz Band is a Spring semester class made up of musicians from both symphonic band and wind ensemble. While reviewing elements such as tone, dynamics, style, and rhythm, this class focuses on instrumental techniques as they relate to instrumental and contemporary jazz literature. The major topics are literature of contemporary and traditional jazz and pop styles. Other aspects of this course include participation in local concerts, regional festivals, and community activities.

SYMPHONIC BAND. A concert band setting, this group plays a wide variety of music from all over the world in an effort to grow musically. The class is designed in a way that playing fundamentals are reviewed daily and high musical development is expected. This group also performs three to four times in the semester and will travel to play at the Music Performance Adjudication in March. Students will learn/review the basics of playing the instrument, proper performance technique, and a concept of playing difficult music in a larger ensemble.

WIND ENSEMBLE. The Wind Ensemble is made up of the finest musicians in the comprehensive band program. This group plays extremely difficult music and performs at an unusually high level for high school students. Those in this ensemble are expected to perform at the top of the musical spectrum on a daily basis while growing in the musical facets of tone, phrasing, articulations, style, and dynamics. This course is taught as if it were a college course. The students have a lot of responsibility and are expected to contribute on a very high level. Auditions determine who can play in this group and are held in November and December of the previous fall semester.

CHORUS

Any student who is interested in singing and in vocal music may elect to participate in chorus. Participation in one or more concerts per semester and in state competition is required. Students may expect to participate in evening and weekend concerts.

NORTH STOKES

BEGINNING CHORUS. In this class students learn to sing in a group and they give two or three required evening performances. Objectives in this class are to learn to read music, to grow in vocal technique, and for the class to develop as a choir. This class will prepare students for Intermediate Chorus. It is usually offered both semesters.

INTERMEDIATE/PROFICIENT/ADVANCED CHORUS. This course provides a continuation of goals in Beginning Chorus with more focus on performance. Students should expect to have several more required performances than they did in Beginning Chorus (between 5-10). These may take place in the evening, on weekends, at graduation, and at the state choral festival. Honors credit will be awarded at the teacher's discretion based on the individual's skill level, musicianship, and past choral experience. This class is always offered both semesters.

MUSIC APPRECIATION. This course provides an overview of music from the early ages to modern and is open to any student in grades 9-12. The class is for students who want to learn more about music but do not want to be in a performance class. History will be used as a primary resource for understanding how music came to be, changed over time, and becomes a global language/connection as new technology continues to develop. The student will learn about music through listening, responding, and personal exploration. Throughout this course many types of styles/genres will be explored.

Grades 9-12

SOUTH STOKES

CHORUS (OR VOCAL MUSIC). Any student who is interested in singing and in vocal music may elect to participate in chorus. Participation in one or more concerts per semester and in state competition is required. Students will be evaluated to determine Beginning, Intermediate, Proficient and Advanced credit.

Grades: 9-12

Prerequisite: None for beginner

BEGINNING CHORUS. In this class students learn to sing in a group and they give two or three required evening performances. Objectives in this class are to learn to read music, to grow in vocal technique, and for the class to develop as a choir. This class will prepare students for Intermediate Chorus. It is usually offered both semesters.

INTERMEDIATE/PROFICIENT/ADVANCED CHORUS. This course provides a continuation of goals in Beginning Chorus with more focus on performance. Students should expect to have several more required performances than they did in Beginning Chorus (between 5-10). These may take place in the evening, on weekends, at graduation, and at the state choral festival. Honors credit will be awarded at the teacher's discretion based on the individual's skill level, musicianship, and past choral experience. This class is always offered both semesters.

WEST STOKES

BEGINNING CHORUS. In this class students learn to sing in a group, and they have two or three required evening performances. Students do not have to sing alone unless they audition for a solo. Objectives in this class are to learn to read music, to grow in vocal technique, and for the class to develop as a choir. This class will prepare students for Intermediate Chorus. It is usually offered both semesters.

INTERMEDIATE CHORUS. Beginning Chorus is the prerequisite. A continuation of goals in Beginning Chorus. Honors credit will be awarded at the teacher's discretion based on the individual's skill level, musicianship, and past choral experience. This class is always offered both semesters.

CHORUS/PROFICIENT. This is an auditioned class, and it is offered both semesters. Students accepted into Show Choir are highly encouraged to take the class both semesters. Show Choir students will learn a varied, challenging repertoire of music, and they are expected to be ready to perform at school and community events frequently. An emphasis is put on performance in this class, and students should be prepared to have 5-10 performances per semester that may occur during or after school. All performances are mandatory. Sometimes the choir adds choreography to their songs and students dance. This is an honors level class.

ART

NORTH STOKES

Photography. In digital photography students will explore techniques and learn to enhance images with photo editing software in this studio-based class. We will read about the history of photography and write essays on famous photographers. Weekly photography projects will be combined with critiques and class discussions, students will examine the technical aspects of their work and discuss their work in personal and meaningful ways. Course topics will include composition, the elements and principles of design, and art history.

Grades 9-12

Art Appreciation. In art appreciation students will learn the purpose and meaning of art as a product of human activity. Students will identify styles and stylistic influences in a work of art and compare and contrast via written essays art objects from different periods and cultures. Students will develop skills related to aesthetic awareness and evaluation in the visual arts. Students will end the semester by understanding the significance of contemporary art and current issues in art.

Grades 9-12

ART I. (Introduction of Visual Arts). This course is an introduction to the visual arts designed to give the student an overview of the arts. Using the principles of art and design as a basis, this will include lecture, demonstration and laboratory work.

Grades 9-12

Prerequisite: none

ART II. This course is a continuation of Art I, with a greater emphasis on creative and technical abilities.

Grades 10-12

Prerequisite: Art I and teacher recommendation.

ART III (2-Dimensional Design). This course is for the more serious and self-motivated student. These students are challenged to investigate and experiment with a variety of 2-dimensional processes and materials (drawing, painting, etc.).
Grades 10-12
Prerequisite: Art II and teacher approval.

ART III (3-Dimensional Design). This course is for the more serious self-motivated student. These students are challenged to investigate and experiment with a variety of 3-dimensional processes and materials (ceramics, sculptures, etc.).
Grades 10-12
Prerequisite: Art II and teacher approval.

ART IV (Advanced 2-Dimensional Design). This course emphasizes the 2-dimensional aspects of art, focusing on personal exploration of materials and methods. Students will be expected to supply some of the materials needed for this course.
Grades 11-12
Prerequisite: Art III (2-D) and teacher approval.

ART IV (Advanced 3-Dimensional Design). This course emphasizes the 3-dimensional aspects of art, focusing on personal exploration of materials and methods. Students will be expected to supply some of the materials needed for this course.
Grades 11-12
Prerequisite: Art III (3-D) and teacher approval.

PORTFOLIO/DESIGN. This course is for the college-bound art student who is interested in developing a portfolio. This student would have a high degree of interest, focusing on personal exploration of themes, materials and methods. The student will be expected to supply some of the materials needed for this course.
Grade 12
Prerequisite: Art I-IV and teacher approval.

SOUTH STOKES

ART I. (Introduction of Visual Arts). This course is an introduction to the visual arts designed to give the student an overview of the arts. Using the principles of art and design as a basis, this will include lecture, demonstration and laboratory work.
Grades 9-12
Prerequisite: none

ART II. This course is a continuation of Art I, with a greater emphasis on creative and technical abilities.
Grades 10-12
Prerequisite: Art I and teacher recommendation.

ART III (2-Dimensional Design). This course is for the more serious and self-motivated student. These students are challenged to investigate and experiment with a variety of 2-dimensional processes and materials (drawing, painting, etc.).
Grades 10-12
Prerequisite: Art II and teacher approval.

ART III (3-Dimensional Design). This course is for the more serious self-motivated student. These students are challenged to investigate and experiment with a variety of 3-dimensional processes and materials (ceramics, sculptures, etc.).
Grades 10-12
Prerequisite: Art II and teacher approval.

ART IV (Advanced 2-Dimensional Design). This course emphasizes the 2-dimensional aspects of art, focusing on personal exploration of materials and methods. Students will be expected to supply some of the materials needed for this course.
Grades 11-12
Prerequisite: Art III (2-D) and teacher approval.

ART IV (Advanced 3-Dimensional Design). This course emphasizes the 3-dimensional aspects of art, focusing on personal exploration of materials and methods. Students will be expected to supply some of the materials needed for this course.
Grades 11-12
Prerequisite: Art III (3-D) and teacher approval.

PORTFOLIO/DESIGN. This course is for the college-bound art student who is interested in developing a portfolio. This student would have a high degree of interest, focusing on personal exploration of themes, materials and methods. The student will be expected to supply some of the materials needed for this course.

Grade 12

Prerequisite: Art I-IV and teacher approval.

ART - AP STUDIO ART 2D. Demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

Prerequisite: Teacher Recommendation

WEST STOKES

ART I. Art 1 introduces drawing, painting and clay. The objective for the class is for students to learn how to draw and paint and explore coil pot building while being taught the principles of design and elements of art. Contour drawing, shading; one and two point perspective, portrait grid drawing, color theory and its application to portraits are some of the methods used to assist beginners in understanding the principles of 2D art work. Some experiment will be done with more abstract imagery. Students must supply part of their art supplies.

ART II. Art 2 is a more advanced level of Art 1. Creativity and craftsmanship are emphasized. Students will explore in-depth and personal intent and purpose while they delve more deeply into new processes using historical reference and techniques implored from Art 1. Students must get recommendation from their Art 1 teacher. Art Exhibition encouraged. Some supplies furnished mostly by students but should have leftover from Art 1.

*Art 3-2D and Art 3-3D can be taken in the same year.

ART III (2-Dimensional Design). Art 3-2 D is for the advanced and serious student. Students begin to develop techniques and explore their personal ideas and images with more purpose and intent. The first quarter is devoted to painting and is technique based instruction. In the second quarter students are encouraged to explore printmaking, photography, painting and/or drawing methods. Students are encouraged to exhibit their work and enter the Scholastic Art Awards. All students must provide most of their art supplies. \$12 Art Fee. Teacher Recommendation Required

ART III (3-Dimensional Design). This course is for the more serious self-motivated student. These students are challenged to investigate and experiment with a variety of 3-dimensional processes and materials (ceramics, sculptures, etc.). Grades 10-12

Prerequisite: Art II and teacher approval.

ART IV (Advanced 2-Dimensional Design). Art 4- 2D is for the self motivated, serious art student. (Honors class) Art 2 required Students are encouraged to create out of their observations of life whether it is abstract or realistic. Creative thinking and a high level of craftsmanship is expected and modeled. Student work will be based on a personal statement which was begun in Art 3. All art media focused on 2D can be used and some media used in 3D as it applies to 2D. Students will have their materials from previous art classes and should only have to replace materials which were depleted. \$12 Art Fee Most Students will move on to Art Portfolio.

ART IV (Advanced 3-Dimensional Design). This course emphasizes the 3-dimensional aspects of art, focusing on personal exploration of materials and methods. Students will be expected to supply some of the materials needed for this course.

Grades 11-12

Prerequisite: Art III (3-D) and teacher approval.

PORTFOLIO/DESIGN. This course is for the college-bound art student who is interested in developing a portfolio. This student would have a high degree of interest, focusing on personal exploration of themes, materials and methods. The student will be expected to supply some of the materials needed for this course.

Grade 12

Prerequisite: Art I-IV and teacher approval.

THEATRE ARTS

SOUTH STOKES

BEGINNING THEATRE ARTS This class is an appreciation class in which students will have many opportunities to present to the class. Students will have experience with pantomime, improvisation, and prepared monologues and scenes. Students will also gain an understanding of performance and technical jobs associated with theatre. This is a performance based course.

INTERMEDIATE/PROFICIENT/ADVANCED THEATRE ARTS This class is a continuation of goals outlined in Beginning Theatre Arts. Students must create their own monologues and scenes, as well as prepare assigned ones. Honors credit will be awarded at the teacher's discretion based on the individual's skill level and theatrical experience. This is a performance based course.

WEST STOKES

BEGINNING THEATRE ARTS This class is an appreciation class in which students will have many opportunities to present to the class. Students will have experience with pantomime, improvisation, and prepared monologues and scenes. Students will also gain an understanding of performance and technical jobs associated with theatre. This is a performance based course.

INTERMEDIATE/PROFICIENT/ADVANCED THEATRE ARTS This class is a continuation of goals outlined in Beginning Theatre Arts. Students must create their own monologues and scenes, as well as prepare assigned ones. Honors credit will be awarded at the teacher's discretion based on the individual's skill level and theatrical experience. This is a performance based course.

TEACHER CADET PROGRAM

TEACHER CADET I. This course will be offered the first semester to seniors who are interested in education as a career and are following the college preparatory curriculum. (Juniors will be considered if class size permits.) Class members will observe, participate with and collect data in public school classrooms (kindergarten through 12th grade), learn about the various personnel in the educational system and their responsibilities, discuss positive and negative aspects of teaching as a career, complete and discuss self-assessments in order to obtain clear pictures of their personal interests and abilities. Students will also learn about educational career opportunities and receive information about the other college support options.

Grades 11-12

Prerequisite: Teacher approval

TEACHER CADET II. This course will be offered during the second semester only to those students who have successfully completed Teacher Cadet I. Second semester Cadets will continue to stay abreast of educational issues through current articles in professional journals and newspapers, Internet information, relevant books, videos, broadcasts, in-class activities and guest speakers. The various methods of teaching will be discussed and explored during this semester. Much of this semester will be dominated by the examination of physical, social, personal and moral development of K-12 students. Further observation and the culminating field experience (student teaching) in the grade level or subject of the Cadet's choice will help the student determine if a career in education will be for him/her.

Grades 11-12

Prerequisite: Teacher Cadet I and teacher approval

JROTC Leadership Education

JROTC LEADERSHIP EDUCATION I (LE-I). This course is an elective for all students designed to teach good citizenship by developing character, responsibility, respect for authority, self-discipline, dedication, and patriotism. Close order drill, physical fitness, marksmanship and development of leadership traits are essential parts of the program.

Grades 9-12

Prerequisite: none

JROTC LEADERSHIP EDUCATION II (LE-II). This course is an elective which teaches the elements and principles of effective leadership. Practical leadership is applied through advanced drill, physical fitness, marksmanship, and orientation (map reading and land navigation). Some leadership roles are assigned to second year cadets.

Grades 10-12

Prerequisite: JROTC (LE-I) and JROTC instructor recommendation

JROTC LEADERSHIP EDUCATION III (LE-III). This is an elective course in leadership and management. The student will be taught how to identify and solve problems. Cadets will lead and instruct drill, marksmanship, physical fitness, and orientation.

Grades 11-12

Prerequisite: JROTC (LE-II) and JROTC instructor recommendation

JROTC LEADERSHIP EDUCATION IV (LE-IV). The fourth level of instruction is designed for cadets who have exhibited an outstanding attitude, displayed exemplary personal leadership qualities and have participated actively and consistently in the total JROTC program. Leadership Training will be the center of this curriculum. Organization, planning, coordination and control of the training and activities of the unit will be emphasized. Cadets at this level will be required to conduct and supervise close order drill and physical fitness training.

Grades 11-12

Prerequisite: JROTC III and JROTC Instructor recommendation.

JROTC LEADERSHIP EDUCATION (Level V, VI, VII, & VIII): These courses are designed for cadets who have demonstrated an outstanding attitude, displayed exemplary personal leadership qualities and have participated actively and consistently in the total JROTC program. The emphasis will be on supervision and leadership of subordinate cadets in all areas of the program and assisting the JROTC instructors as necessary.

Grades 11-12

Prerequisites: JROTC IV, V, VI, VII and JROTC Instructor recommendation.

PLEASE NOTE: West Stokes and North Stokes students may take JROTC courses. However, West Stokes students must be able to arrive at West Stokes in time to board the West bus, which leaves the West parking lot at 7:30 a.m. West Stokes students must take ROTC First Period. North Stokes students currently must provide their own transportation and can only take ROTC Fourth Period.

CAREER AND TECHNICAL EDUCATION

The mission of Career and Technical Education in North Carolina is to empower all students to be successful citizens, workers and leaders in a global economy. To help fulfill this mission, students taking CTE courses in Stokes County may be eligible to:

1. Earn articulated community college credit in certain courses as long as they receive a 93% score or higher on the CTE final exam and obtain a B or higher in the course. *See the Articulated Course List following this introduction.*
2. Earn industry-recognized credentials that document that our students are ready to compete in today's economic environment. Credentials often mean higher earning potential and sets students apart from the competition. Completers (earn 4 credits in a cluster with one completer course) take the nationally recognized job skills assessment, WorkKeys, free of charge. *See the Credential Course List following this introduction.*

High School CTE Credentials Currently Offered In Stokes County	
Course	Credential
AU10 Agriscience Applications	NC Hunter Education Certificate
AA22 Animal Science I	NC Beef Quality Assurance (NSHS/SSHS)
AA23 Animal Science II	NC Pork Quality Assurance (NSHS/SSHS)
BM10 Microsoft Word and PowerPoint	Microsoft Office Specialist Word and PowerPoint
BM20 Microsoft Excel and Access	Microsoft Office Specialist Excel and Access
BF05 Personal Finance	EverFi
ME11 Entrepreneurship I	Venture Entrepreneurial Expedition
FN42 Foods II Enterprise	ServSafe Food Protection Managers Certification
HU42 Health Science II	CPR and First Aid I
HN43 Nursing Fundamentals	North Carolina Nurse Aide I (after course)
Tech Prep Completers <i>To be a CTE completer, students must take three credits from the Foundational Course list, with one course at a second completer level. The fourth course can come from either the Foundational or Enhancement course lists. All CCP courses can count as second level* completer courses.</i>	WorkKeys - Career Readiness Certificate
IC00 Core and Sustainable Construction	NCCER Credential (must pass all modules) and OSHA-10 Hour Construction Industry Certification
IC11 Masonry I	NCCER Credential (Additional modules, if passed, will add to the NCCER Credential obtained in the Core Course)
IC12 Masonry II	NCCER Credential (Additional modules, if passed, will add to the NCCER Credential obtained in the Core Course)
IC21 Carpentry I	NCCER Credential (Additional modules, if passed, will add to the NCCER Credential obtained in the Core Course)
IC22 Carpentry II	NCCER Credential (Additional modules, if passed, will add to the NCCER Credential obtained in the Core Course)

North Carolina High School to Community College Articulation Agreement and Courses Offered by Stokes County

NOTE: This list of articulated courses is for high school courses that begin July 1, 2012 or later. Until then, the 2005 articulation agreement is still in effect. Students must receive a B or higher course grade and a 93% or higher exam grade to be eligible for articulated credit.

Articulated Course List

Following are the course matches that are part of the statewide articulation agreement.

<u>High School Program Area</u>	<u>High School Course Number / Title</u>		<u>Community College Course Number/ Title</u>
Agricultural Education	<u>AA22/6822 Animal Science II</u>	=	<u>ANS-110 Animal Science</u>
Agricultural Education	<u>AP41/6841 Horticulture I</u>	=	<u>HOR-150 Intro to Horticulture</u>
Agricultural Education	<u>AP44/6882 Horticulture II - Landscaping</u>	=	<u>HOR-114 Landscaping Construction</u> OR <u>LSG-111 Basic Landscaping Technique</u>
Business, Finance and IT Education	<u>BA10/6311 Accounting I</u>	=	<u>ACC-115 College Accounting</u> OR <u>ACC-118 Accounting Fundamentals I</u>
Business, Finance and IT Education	<u>BA20/6312 Accounting II</u>	=	<u>ACC-115 College Accounting</u> OR <u>ACC-118 Accounting Fundamentals I</u> OR <u>ACC-119 Accounting Fundamentals II</u>
Business, Finance and IT Education	<u>BM10/6417 Microsoft Word, Power Point, and Publisher</u>	=	<u>CIS-111 Basic PC Literacy</u> OR <u>CIS-124 DTP Graphics Software</u> OR <u>OST-136 Word Processing</u>
Business, Finance and IT Education	<u>BD10/6414 Multimedia and Webpage Design</u>	=	<u>WEB-110 Internet/Web Fundamentals</u> OR <u>WEB-120 Intro Internet Multimedia</u>
Business, Finance and IT Education	<u>BF05/6726 Personal Finance</u>	=	<u>BUS-125 Personal Finance</u>
Family and Consumer Science Education	<u>FE11/7111 Early Childhood Education I</u> AND <u>FE12/7112 Early Childhood Education II</u>	=	<u>EDU-119 Intro to Early Childhood Education</u>
Family and Consumer Science Education	<u>FN41/7045 Foods I</u> AND <u>FN42/7046 Foods II - Enterprise</u>	=	<u>CUL-112 Nutrition for Food Service</u>
Family and Consumer Science Education	<u>FN42/7046 Foods II - Enterprise</u>	=	<u>CUL-110 Sanitation & Safety</u> AND <u>CUL-110A Sanitation & Safety Lab</u>
Health Science Education	<u>HU40/7240 Health Science I</u>	=	<u>MED-121 Medical Terminology I</u> AND <u>MED-122 Medical Terminology II</u>
Health Science Education	<u>HU42/7242 Health Science II</u>	=	<u>HSC-110 Orientation to Health Careers</u> AND (<u>HSC-120 CPR</u> OR <u>MED-180 CPR Certification</u>)
Health Science Education	<u>HN43/7243 Nursing Fundamentals</u>	=	<u>NAS-101 Nursing Assistant I</u>
Marketing and Entrepreneurship	<u>ME11/8716 Entrepreneurship I</u>	=	<u>ETR-210 Intro to Entrepreneurship</u>

Education			
Marketing and Entrepreneurship Education	<u>MM51/6621 Marketing</u>	=	<u>ETR-230 Entrepreneur Marketing OR</u> <u>MKT-110 Principles of Fashion OR</u> <u>MKT-120 Principles of Marketing</u>
Trade and Industrial Education	<u>IT12/7512 Automotive Brakes</u>	=	<u>AUT-151 Brake Systems</u>
Trade and Industrial Education	<u>IT14/7514 Automotive Electrical AND</u> <u>IT15/7515 Automotive Electrical Advanced</u>	=	<u>AUT-161 Basic Auto Electricity</u>
Trade and Industrial Education	<u>IT11/7511 Automotive Service</u>	=	<u>AUT-110 Intro to Auto Technology</u>
Trade and Industrial Education	<u>IC21/7721 Carpentry I</u>	=	<u>CAR-110 Intro to Carpentry OR</u> <u>WOL-110 Basic Construction Skills</u> OR <u>CST-110 Intro to Construction</u>
Trade and Industrial Educ.	<u>IC22/7222 Carpentry II</u>	=	<u>CST-111 Construction I</u>
Trade and Industrial Education	<u>IC61/7921 Drafting I AND</u> <u>IC63/7962 Drafting II - Architectural</u>	=	<u>DFT-115 Architectural Drafting OR</u> <u>DFT-119 Basic CAD OR</u> <u>ARC-114 Architectural CAD</u>
Trade and Industrial Education	<u>IC61/7921 Drafting I</u>	=	<u>DFT-111 Technical Drafting I AND</u> <u>DFT-111A Technical Drafting I Lab</u>
Trade and Industrial Education	<u>IC12/7712 Masonry II</u>	=	<u>MAS-110 Masonry I</u>

INTERNSHIP. This course provides an opportunity for students to earn an elective credit for work-based learning under the mentorship of a professional in an occupation directly related to their educational background and intended graduation pathway. Topics discussed before students go into the workplace include communication, employee soft skills, what employers expect from employees, workplace etiquette and work ethics. To be considered for this course, students must have an unweighted grade point average of 3.0, complete an application available from the guidance office and must have demonstrated acceptable behavior and had good attendance prior to this class. To earn credit for this course, students must complete a minimum of 135 hours of work-based learning and fulfill all requirements of the internship agreement.

Grade 12 only

Prerequisites: Student application and teacher approval

ADVANCED STUDIES. 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.

Grade 12 only

AGRICULTURE EDUCATION

Future Farmers of America (FFA) and supervised occupational experiences are an integral part of the instruction in Agricultural Education. Students are encouraged to participate in local, district, and state activities.

AGRISCIENCE APPLICATIONS. This course is the recommended entry level course for students entering the Agricultural Education curriculum. This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. 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. The NC Hunter Safety credential will be offered in this course at no cost to the student.

Grades: 9-12

Prerequisite: none

AGRICULTURAL MECHANICS I. This course develops 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 and repair needs they will encounter in their chosen agricultural career. 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, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, 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.

Prerequisite: None

HORTICULTURE I. This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, 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.

Grades: 10-12

Prerequisite: none (Agriscience Applications recommended)

HORTICULTURE II. This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations 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, and personal development. English language arts, mathematics, and science are reinforced. 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.

Grades: 11-12

Prerequisite: Horticulture I

HORTICULTURE II—LANDSCAPING. This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include 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.

Grades: 11-12

Prerequisite: Horticulture I

ANIMAL SCIENCE I. 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. Credential for National Beef Quality Assurance can be earned.

Grades: 10-12 (South Stokes, North Stokes. West Stokes students will be bused to South Stokes but must provide transportation to West so that the West bus can leave by 7:30 a.m.)

ANIMAL SCIENCE II. This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. 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. Credential for Junior Pork Quality Assurance can be earned.

Grades: 10-12 (South Stokes, North Stokes West Stokes students will be bused to South Stokes but must provide transportation to West so that the West bus can leave by 7:30 a.m.)

Prerequisite: Animal Science I

BUSINESS, FINANCE AND INFORMATION TECHNOLOGY EDUCATION

Future Business Leaders of America (FBLA) is an integral part of the instruction in Business Education. Students are encouraged to participate in local, district, and state activities.

ACCOUNTING I. This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 10-12

Prerequisite: None

HONORS ACCOUNTING II. This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 11-12

Prerequisite: Accounting I

MICROSOFT WORD and POWERPOINT Students in Microsoft IT Academies 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 newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint

The Microsoft Office Specialist Word and PowerPoint credential will be offered in this course at no cost to the student.

Grades: 9-12

Prerequisite: Good computer keyboarding skills

MICROSOFT INTRODUCTION TO COMPUTER SCIENCE Creative Coding through Games and Apps is a first-semester course for introduction to programming for the early secondary grades. The course is designed to attract and reach a broad and diverse range of students, including those who may have never before considered programming. Students learn how to code by working in a real software development environment to design, program and publish mobile apps and games. Learning to code by creating real products, students discover how to make amazing things and have an impact on their world.

Grades 9-12

Prerequisite: None

MICROSOFT EXCEL AND ACCESS Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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

The Microsoft Office Specialist Excel and Access credential will be offered in this course at no cost to the student.

Grades: 10-12

Prerequisite: MS Word and PowerPoint recommended

MULTIMEDIA AND WEB PAGE DESIGN. This course focuses on desktop publishing, graphic image design, computer animation, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences

Grades: 10-12

Prerequisite: Microsoft Word and PowerPoint

ENTREPRENEURSHIP I. 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 plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Venture Entrepreneurial Expedition credential will be offered in this course at no cost to the student.

Grades: 10-12

Prerequisite: Marketing or Personal Finance or Principles of Business and Finance

PRINCIPLES OF BUSINESS AND FINANCE. This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 9-12

Prerequisite: None

PERSONAL FINANCE This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The EverFi Financial Certification will be offered in this course at no additional cost to the student.

Grades: 10-12

Prerequisite: None

FAMILY AND CONSUMER SCIENCE

Family, Careers, and Community Leaders of America (FCCLA) is the youth led vocational organization for Family and Consumer Science (FACS). It is an integral part of the curriculum through which students can participate in local, regional, state and national activities and competition.

PRINCIPLES OF FAMILY AND HUMAN SERVICES. Students learn core functions of the human services field; individual, family, and community systems; and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, diversity, analyzing community issues, and life management skills. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal well being. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 9-12

Prerequisite: None

APPAREL AND TEXTILE PRODUCTION I. In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 9-12

Prerequisite: none

APPAREL AND TEXTILE PRODUCTION II. In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 10-12

Prerequisite: Apparel and Textile Production I

FOODS I. This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 9-12

Prerequisite: None

FOODS II-ENTERPRISE. This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **The ServSafe Food Protection Managers Certification will be offered in this course with an approximate cost of \$40.00 per student.**

Grades: 11-12

Prerequisites: Foods I

INTERIOR DESIGN I. This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 9-12

Prerequisite: none

INTERIOR DESIGN II. This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 10-12

Prerequisite: Interior Design I.

PARENTING AND CHILD DEVELOPMENT. This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 9-12

Prerequisite: none

PERSONAL FINANCE This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The EverFi Financial Certification will be offered in this course at no cost to the student.

Grades: 10-12

Prerequisite: None

HEALTH SCIENCE EDUCATION

BIOMEDICAL TECHNOLOGY I. This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. 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.

Grades: 9-12

Prerequisite: none

BIOMEDICAL TECHNOLOGY II. This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. 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 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. Biology is recommended as good preparation for this course.

Grades: 10-12

Prerequisite: Biomedical Technology I

HEALTH TEAM RELATIONS. This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in 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 to authentic experiences.

Grades: 9-12

Prerequisite: none

HEALTH SCIENCE 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. 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. Biology is recommended as preparation for this course.

Grades: 10-12

Prerequisite: none

HEALTH SCIENCE II 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. Students will receive CPR and First Aid certification.

Grades: 11-12

Prerequisite: Health Science I

HONORS NURSING FUNDAMENTALS 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 BON Rule to the classroom training area. **Students will be charged a fee and must submit to a drug test.**

Grade: 12

Prerequisite: Health Science I, Health Science II, Application and teacher recommendation

MARKETING and ENTREPRENEURSHIP

PRINCIPLES OF BUSINESS AND FINANCE. This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades 9-12

Prerequisite: None

PERSONAL FINANCE This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Everfi Financial Certification will be offered in this course at no cost to the student.

Grades: 10-12

Prerequisite: None

ENTREPRENEURSHIP I. 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 plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Venture Entrepreneurial Expedition credential will be offered in this course at no cost to the student.

Grades 10-12

Prerequisites: Marketing OR Personal Finance OR Principles of Business and Finance

SPORTS AND ENTERTAINMENT MARKETING I. In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 9-12

Prerequisite: None

MARKETING. In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades 11-12

Prerequisite: none

FASHION MERCHANDISING. In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades 10-12

Prerequisite: None

MARKETING APPLICATIONS. In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business decisions. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grade 12

Prerequisite: Marketing or Fashion Merchandising

MARKETING CO-OP. An additional credit may be earned if a student successfully participates in cooperative work experience (on the job training). A student must also make sure (s)he registers for the Marketing, Marketing Management, or Fashion Merchandising class during the school year (not necessarily the same semester) in which the cooperative work experience is scheduled. Job sites must relate to marketing and be approved by the marketing teacher. A student may take marketing co-op during 4th period one or two semesters, earning one credit per semester. Each semester must earn a minimum of 135 hours of employment to receive one credit.

Grades 11-12

Prerequisite: Application and Interview

TECHNOLOGY EDUCATION

TECHNOLOGY, ENGINEERING AND DESIGN This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. 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.

Grades 9-11

Prerequisite: None

TECHNOLOGICAL DESIGN This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. 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.

Grades: 10-12

Prerequisite: Technology Engineering and Design

SCIENTIFIC AND TECHNICAL VISUALIZATION I This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. 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.

Grades: 9-12

Prerequisite: None

HONORS SCIENTIFIC AND TECHNICAL VISUALIZATION II This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. 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.

Grades 10-12

Prerequisite: Scientific Visualization I

GAME ART AND DESIGN This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. 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. Cooperative education is not available for this course. Apprenticeship is 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.

Grades: 10-12

Prerequisite: Scientific and Technical Visualization I

ADVANCED GAME ART AND DESIGN This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. 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. Cooperative education is not available for this course. Apprenticeship is 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.

Grades: 11-12

Prerequisite: Game Art and Design

TRADE AND INDUSTRIAL EDUCATION

INTRODUCTION TO AUTOMOTIVE SERVICE. This course introduces basic automotive skills in Service & Safety, Engine Repair, Automatic Transmissions & Transaxles, Manual Drivetrain and Axles and job opportunities in the auto repair industry. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 9-12

Prerequisite: None

AUTOMOTIVE SERVICE I This course introduces basic automotive skills in Suspension & Steering, Heating & Air Conditioning and Engine Performance. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 9-12

Prerequisites: Introduction to Automotive Service

AUTOMOTIVE SERVICE II 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, drive train, 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. Work-based learning strategies appropriate for this course include job shadowing, apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 10-12

Prerequisites: Automotive Service I

AUTOMOTIVE SERVICE III 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, drive train, 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. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 10-12

Prerequisites: Automotive Service II

DRAFTING I. This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, mathematics, concepts and trends, sketching, and computer assisted design (CAD) skills and techniques, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Teacher note: This hands on technology class is a fun way to learn about Drafting careers such as Graphic Design, Engineering, Architecture, Interior Design, and Mechanical Design. It will also help you develop problem solving skills using AutoCAD software. Ninety percent of the class is spent using computers.

Grades 9-12

Prerequisite: None

DRAFTING II—Architectural. This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Teacher Note: This class uses Autodesk Revit software and will help students understand residential architecture and how construction documents are created. You will learn how a house is built from the ground up.

Grades 10-12

Prerequisite: At least a grade of C in Drafting I; teacher recommendation

HONORS DRAFTING III—Architectural. This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of computer assisted design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades: 11-12

Prerequisite: At least a grade of C in Drafting II; teacher recommendation

CORE AND SUSTAINABLE CONSTRUCTION. This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required by all of the NCCER curriculum-area programs, and an additional Green module. This 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”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades 9-12

Prerequisite: None

CARPENTRY I. This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades 9-12

Prerequisite: Core and Sustainable Construction

CARPENTRY II. This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades 10-12

Prerequisite: Carpentry I

MASONRY I. This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. 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. Mathematics and English Language Arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades 9-12

Prerequisite: Core and Sustainable Construction

MASONRY II. This course builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grades 10-12

Prerequisite: Masonry I

General Information

Before you choose your courses, it is important that you know as much as possible about the requirements for graduation that apply to the year you enter high school. This Course Selection Guide provides information to help you choose eight courses for the 2017-18 school year.

In the back of this booklet are pages for you to use in planning your high school courses. All students are encouraged to read the information and to discuss course selections with their teachers, counselors, and parents. Be sure you look at grade level and prerequisite requirements for courses you choose. Also, be sure the course is being offered at your school.

No student shall, on the basis of race, color, national origin, sex, handicap, or disability be excluded from participation in, or denied admission to any academic course, Career and Technical Education course, or extracurricular activity provided at any Stokes County high school.

The listing of any course in this Course Selection Guide does not obligate the school to offer that course if there is insufficient interest in the course during registration.

Special Note

This guide is as accurate as possible on the date of publication but please be aware that additional changes in course offerings may be necessary to accommodate student needs and interests and to comply with changing state requirements. High school guidance counselors, working closely with middle school counselors will have the latest information should changes be necessary.

Number of Courses Required for Promotion and Graduation The total number of units required for promotion and graduation for most students is listed below. Some students' requirements will vary because of special circumstances. See a guidance counselor if you need help determining your requirements.

- Students must earn **5 credits** (courses) to be a **sophomore**
- Students must earn **12 credits** (courses) to be a **junior**
- Students must earn **20 credits** (courses) to be a **senior**
- Students must earn **28 credits** to graduate*

Honor Graduates Students who maintain the G.P.A. listed below will graduate with honors:

- 4.0 – 4.24 are recognized as Cum Laude,
- 4.25 – 4.49 are recognized as Magna Cum Laude
- And a GPA of 4.5 or higher receives the highest honor of Summa Cum Laude.
- Any student with an unweighted GPA of 3.8 will also be recognized *Cum Laude*.

For the 2019 graduation ceremony the student body president and class president will be the speakers at the ceremony.

Early Graduation Students who wish to graduate early upon completion of seven semesters of high school course work should be aware of the following:

1. Students must successfully complete the all courses required under the chosen Course of Study. The number of courses required for graduation is not reduced for Early Graduates.
2. The school is under no obligation to alter schedules to accommodate a request for early graduation.
3. Student status automatically terminates upon early graduation; an early graduate may not participate as a student in any school activity except prom, senior trip, and the next scheduled commencement program.
4. A notice of intent must be completed and signed by the student and by a parent/legal guardian if the student is under age 18. The last semester of enrollment as a full-time student must be in a Stokes County high school.

UNC System Minimum Admission Requirements

The following courses are minimum course requirements for the sixteen schools in the University of North Carolina system:

- 4 English Courses
- 4 Math Courses(Math I, II, and III, plus one additional math for which Math III is a prerequisite)
- 3 Science Courses (Biology, a physical science, & 1 other – Chemistry is recommended)
- 2 Social Studies Courses (American History: The Founding Principles, Civics and Economics, including 1 unit of American History)
- 2 Second Language Courses

UNIVERSITY OF NORTH CAROLINA SCHOOLS (UNC System)

Appalachian State University	N.C. Central University	UNC/Greensboro
East Carolina University	N.C. School of the Arts	UNC/Pembroke
Elizabeth City State University	N.C. State University	UNC/Wilmington
Fayetteville State University	UNC/Asheville	Western Carolina University
N.C. A & T State University	UNC/Chapel Hill	Winston-Salem State University
	UNC/Charlotte	

Weighted Courses

Statewide changes to the Weighting Scale and Grading Scale for Freshmen Entering 9th Grade in the 2015-2016 School Year

Weighting Scale

According to State Education Board Policy Number GCS-L-004, the weighting of courses for freshmen entering 9th grade for the first time in the 2015-2016 school year will change. The change affects the weighting for Honors, Advanced Placement, and International Baccalaureate courses.

Course Type	New Weighting Scale (effective with freshmen class of 2015-2016)	Current Weighting Scale (remains effective for sophomores, juniors and seniors in 2015-16)
Honors Course	One-half (.5) quality point	One (1) quality point
Advanced Placement and International Baccalaureate Courses	One (1) quality point	Two quality points
Community College and Four Year University and College Courses	One (1) quality point (No change from current weighting scale)	One (1) quality point

NC STANDARD COURSE OF STUDY, K-12

ACADEMIC SCHOLARS PROGRAM

History

In March 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-1984 school year. Revisions were made to the program again in March 1990 and August 2002 to make it more consistent with graduation requirements and to promote rigorous academic study. In July 2009, the State Board of Education revised the Academic Scholars Program requirements to bring them into alignment with Future Ready Core graduation requirements and incorporate options for innovative high schools. These requirements are in effect for students who enter the ninth grade for the first time in or after 2009-2010. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

Recognition

The students who qualify for this special recognition

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)
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The following revised plan is effective for students who enter the ninth grade for the first time in or after 2009-2010.

Students must:

- Begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses.
- Complete all the requirements of this North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of 3.500
- Complete all requirements for a North Carolina high school diploma.

Course Requirements for Academic Scholars

Credits	
4	English I, II, III, IV
4	Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)
3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
4	Social Studies (World History, American History: The Founding Principles, Civics, and Economics, American History I: The Founding Principles and American History II.)
1	Health and Physical Education
6	Two (2) elective credits in a second language required for the UNC System and Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area
3	Higher level courses taken during junior and /or senior years which carry 5 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses
	OR
2	Higher level courses taken during junior and/or senior years which carry 5 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses And Completion of the North Carolina Graduation Project
25 or 24 + NCGP	



North Carolina Virtual Public School



NC Virtual Public School provides students with expanded **high school** course options by offering online courses and online services such as test preparation, career planning services, and more. By virtue of an online course delivery, students now have access to courses and highly qualified teachers in subjects that are not available at their local schools.

Students use email, instant messaging and online chat forums to interact with their teachers and other students. Teachers and students may talk to one another over the phone or over their computers. When students complete assignments, they send their papers or tests to their teachers electronically. Grading and individual remarks are sent from the teacher to the student in the same way.

Online learning isn't for everyone. It takes a great deal of commitment, discipline — and an occasional nudge from a dedicated parent or guardian. Attributes such as commitment, self-motivation and conscientious time management will greatly contribute to a student's success as a virtual learner.

Students should also have a good working knowledge of email, file transfers, the Internet and good keyboarding skills. Advanced computer skills are not necessary.

Since most student communications are written, the ability to comprehend written instructions and to write clearly to communicate ideas and complete assignments is essential.

IMPORTANT NOTE: Stokes County slots in NCVPS courses are LIMITED. NCVPS courses are intended to supplement the curriculum in North Carolina's traditional high schools (especially those in remote areas of the state) and are not designed to replace courses currently taught in our schools. Students in Stokes County may receive credit only for NCVPS courses they take that are not offered in the regular school setting, with the exception of occasional pre-approved situations. See your guidance counselor for details. You may go to <http://www.ncvps.org> for additional information.

Four Year High School Plan

When planning your course for high school, be sure to choose courses which meet the graduation requirements which apply to you. The form below is designed to help you make sure you can work in all of the courses you need. You should revise your 4-year plan each year to be sure you can complete all graduation requirements.

Grade 9

1. English 9 _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Grade 10

1. English 10 _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Grade 11

1. English 11 _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Grade 12

1. English 12 _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____