Stokes County Schools

High School

Course Selection Guide

2018-2019

Your Path to Success Begins with High School Graduation!
2018-2019
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.

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 Terri Collins, 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.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>OCCUPATIONAL Course of Study (OCS) Requirements (Selected students with IEPs)</th>
<th>For Ninth Graders Entering in 2012-13 and Later</th>
</tr>
</thead>
</table>
| 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
OCS Introduction to Mathematics
NC Math I
Financial Management                                                | 4 Credits
Math 1
Math 2
Math 3
4th Math Course to be aligned with the student’s post high school plans
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. |
| Science              | 2 Credits
OCS Applied Science
OCS Biology                                                             | 3 Credits
A Physical Science course, Biology, Earth Environmental Science |
| Social Studies       | 2 Credits
American History: Founding Principles, Civics and Economics
American History I or II
Ninth graders entering prior to 2017-18 have differing social studies requirements. They must take American History I and II. | 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 |
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<tr>
<td><strong>Other requirements</strong></td>
<td>Occupational Preparation:</td>
<td>6 Elective Credits required</td>
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<td>6 Credits</td>
<td>2 elective credits of any combination from either:</td>
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<td>- Occupational Preparation I, II*, III*, IV</td>
<td>– Career and Technical Education CTE)</td>
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<td>- IEP Goal Mastery or Objective Mastery</td>
<td>– Arts Education</td>
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<td>- Career Portfolio</td>
<td>– World Languages</td>
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<td>- Work Requirements**</td>
<td>4 elective credits strongly recommended (four course concentration) from one of the following:</td>
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<td>– Career and Technical Education (CTE)</td>
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<td>– JROTC</td>
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<td>– Arts Education</td>
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<td>(e.g. dance, music, theater arts, visual arts)</td>
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<td>– Any other subject area (e.g. social studies, science, mathematics, English)</td>
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<tr>
<td>Career/Technical</td>
<td>4 Credits</td>
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<td></td>
<td>Career/Technical Education electives</td>
<td></td>
</tr>
<tr>
<td>Arts Education (Dance, Music, Theatre Arts, Visual Arts)</td>
<td>Recommended: at least one credit in an arts discipline and/or requirement by local decision</td>
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<tr>
<td>Total</td>
<td>22 Credits plus any</td>
<td>22 Credits plus any</td>
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<td>local requirements</td>
<td>local requirements</td>
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</tbody>
</table>

* Students are required to take two credits of Occupational Preparation II and III.
** Completion of 150 hours of school-based training with work activities and experiences that align with student’s post school goals, 225 hours of community-based training, and 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.
***** 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 school 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 Honors 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
2018-2019 Stokes County Schools Career Clusters – Updated 1/10/2018
For freshmen entering high school in the 2012-2013 school year and beyond

<table>
<thead>
<tr>
<th>Agriculture, Food &amp; Natural Resources (AGNR)</th>
<th>Architecture &amp; Construction (ARCH)</th>
<th>Arts, A/V Technology &amp; Communications (AAVC)</th>
<th>Business Management &amp; Administration (BMA)</th>
<th>Finance (FINA)</th>
<th>Health Science (HLTH)</th>
<th>Hospitality &amp; Tourism (HOSP)</th>
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</thead>
<tbody>
<tr>
<td>Foundational Courses</td>
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<td>AS31 Agricultural Mechanics I</td>
<td>IC00 Core and Sustainable</td>
<td>BD10 Multimedia and Webpage Design</td>
<td>BF10 Principles of Business &amp; Finance</td>
<td>BF05 Personal Finance</td>
<td>HB11 Biomedical</td>
<td>FN41 Foods and Nutrition I</td>
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<tr>
<td>AU10 Agriscience Applications</td>
<td>Construction</td>
<td>MM51 Marketing</td>
<td>BM10 Microsoft Word and PowerPoint</td>
<td>BM12 Biomedical</td>
<td>Technology I</td>
<td>BF10 Principles of Business &amp; Finance</td>
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<tr>
<td>FC11 Principles of Family &amp; Human Services</td>
<td>FC11 Principles of Family &amp;</td>
<td>MM21 Fashion</td>
<td>BM20 Microsoft Excel</td>
<td>BM11 Entrepreneurship</td>
<td>Technology II*</td>
<td>MM51 Marketing</td>
</tr>
<tr>
<td>BF05 Personal Finance</td>
<td>&amp; Human Services</td>
<td>T521 Scientific &amp; Technical</td>
<td>BA10 Accounting I</td>
<td>ME11 Entrepreneurship</td>
<td>Studies</td>
<td>FN42 Foods and Nutrition I*</td>
</tr>
<tr>
<td>AA21 Animal Science I</td>
<td>BF10 Principles of Business &amp;</td>
<td>Visualization I</td>
<td>BA20 Accounting I</td>
<td>CS95 CTE Advanced</td>
<td>Studies</td>
<td>ME11 Entrepreneurship I</td>
</tr>
<tr>
<td>AA22 Animal Science II*</td>
<td>Finance</td>
<td>BM10 Microsoft Word and</td>
<td>ME11 Entrepreneurship</td>
<td>CS95 CTE Advanced</td>
<td>Studies</td>
<td>MH31 Sports and Entertainment</td>
</tr>
<tr>
<td>FN41 Foods and Nutrition I</td>
<td>IC21 Carpentry</td>
<td>PowerPoint</td>
<td>CS95 CTE Advanced</td>
<td>CS95 CTE Advanced</td>
<td>Studies</td>
<td>Marketing I</td>
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<tr>
<td>FN42 Foods and Nutrition II*</td>
<td>IC22 Carpentry II*</td>
<td>FA31 Apparel and Textile</td>
<td>Studies</td>
<td>CS95 CTE Advanced</td>
<td>Studies</td>
<td>CS95 CTE Advanced</td>
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<tr>
<td>AP41 Horticulture I</td>
<td>IC11 Masonry I</td>
<td>Textile Production I</td>
<td>Career and College Promise</td>
<td>CS95 CTE Advanced</td>
<td>Studies</td>
<td>CS95 CTE Advanced</td>
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<td>AP42 Horticulture II*</td>
<td>IC12 Masonry II*</td>
<td>FA32 Apparel and Textile</td>
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<td>CS95 CTE Advanced</td>
<td>Studies</td>
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<td>AP44 Horticulture II – Landscaping*</td>
<td>IC61 Dining</td>
<td>Production II*</td>
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<tr>
<td>CS95 CTE Advanced Studies</td>
<td>IC62 Dining II – Architectural *</td>
<td>TS31 Game Art Design*</td>
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<td>CS95 CTE Advanced</td>
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<tr>
<td>Career and College Promise</td>
<td>IC63 Dining II – Architectural</td>
<td>TS32 Advanced Game Art Design</td>
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<td>CS95 CTE Advanced</td>
<td>Studies</td>
<td>CS95 CTE Advanced</td>
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<td>FI51 Interior Design I</td>
<td>ME11 Entrepreneurship I*</td>
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<td>CS95 CTE Advanced</td>
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<td>FI52 Interior Design II*</td>
<td>CS95 CTE Advanced</td>
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<td>BM10 Microsoft Word and PowerPoint</td>
<td>CC45 Career Management</td>
<td>BM20 Microsoft Excel</td>
<td>CC11 Principles of Family &amp; Human Services</td>
<td>BM10 Microsoft Word and PowerPoint</td>
<td>BM20 Microsoft Excel</td>
<td>BF10 Principles of Business &amp; Finance</td>
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<td>MM51 Marketing</td>
<td>Human Services</td>
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<td>CS95 CTE Internship</td>
<td>Production II</td>
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</table>

- 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.
### Foundational Courses

<table>
<thead>
<tr>
<th>Human Services (HUMA)</th>
<th>Information Technology (INFO)</th>
<th>Manufacturing (MANU)</th>
<th>Marketing (MRKT)</th>
<th>Science, Technology, Engineering &amp; Mathematics (STEM)</th>
<th>Transportation, Distribution &amp; Logistics (TRAN)</th>
</tr>
</thead>
<tbody>
<tr>
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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. Changes 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, NC Works Career Coach, West Stokes, 336-983-3146 h kidd@forsythtech.edu
- Ms. Lisa Whitman, Staff Assistant, 336-734-7261 or l whitman@forsythtech.edu
- Your high school counselor
- Laura Dibble, Staff Assistant, ldibble@forsythtech.edu
- Rhonda Moyer, College Liaison, rmoyer@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

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.

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

ESSENTIALS FOR COLLEGE MATH  This course is designed to build upon knowledge gained in Math 1, Math 2, and Math 3. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking to apply math skills, functions and concepts in different situations. The goal of the class is to help prepare students for material that they will see in college level math courses.

Grade: 12
Prerequisite: Teacher or counselor 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.

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/or Honors Math III 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  Prerequisite: None

INTRO TO BIOLOGY  This course is designed to prepare students for the principles and concepts of high school biology. Emphasis will be on the basics of biological science. Completion of this course will provide students with a richer knowledge of life sciences as well as science based inquiry. Grade: 11  Prerequisite: Teacher recommendation

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  Prerequisite: None

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

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 in-depth 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

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.

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
Prerequisite:  None

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
Prerequisite:  None

WEIGHT TRAINING/PE  This course will combine portions of the Physical Education class and the Weight Training classes.
Grades:  9-12
Prerequisite:  None
**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.

*Grades:* 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

**BASKETBALL** This is for students wishing to further their current skill level and knowledge of the game. All students will develop health-related fitness, self-confidence, and positive attitudes about physical activity that promotes a healthy and physically active lifestyle for a lifetime.

*Grades:* 9-12

*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

**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

**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
**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

**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.

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**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 Honors
  - Spanish III and teacher recommendation for Spanish IV Honors
  - Spanish IV and teacher recommendation for Spanish V Honors
  - Spanish V and teacher recommendation for Spanish VI Honors

**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.

GUITAR 1 In this class, students will learn to play the guitar and its various styles, including folk, classical, and rock. Instruction will include instrument care, techniques and fundamentals of musicianship, tone production, proper posture, and music literacy (reading and writing music). Students will learn to read tablature, lead sheets, and traditional notation. Additional objectives include common chords, strumming, and fingerpicking patterns. This class will prepare students for Guitar 2.
Prerequisites: none

GUITAR 2 This course provides a continuation of goals in Guitar 1 while beginning to focus on aspects of performance. Objectives include soloing, improvisation, composition, and mastery of guitar-specific music theory. Students at this level may be required to perform 1 to 2 times during the semester. These performances may occur during or after school.
Prerequisites: Guitar 1

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

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.
HONORS MUSIC THEORY  The ultimate goal of the Music Theory class is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard and presented in a score. The achievement of this goal will happen by teaching and practicing skills such as, aural skills, sight singing, written skills, composing, and analyzing music. Students will be focusing on these skills by hearing and writing pitches, intervals, scales and keys, chords, meter, and rhythm. It is important that students practice score study, keyboard harmonies, improvisation, error detection, sight singing, and dictation. Regardless of whether or not a student will be pursuing music as a career, by studying Music Theory, students will become better musicians because they will better understand why music is built the way that it is, and how it comes together.

Grades 11-12
Prerequisite: None; prior music class is recommended.

CHORUS

Any student who is interested in singing and in vocal music may elect to participate in chorus. Participation in three or four concerts 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.

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.

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
Prerequisite: None

**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
Prerequisite: None

**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.

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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.  
Prerequisite: Teacher Recommendation Required

**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.

**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.

**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: 9-12
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: 10-12
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: 10-12
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.
FUTURE READY OCCUPATIONAL COURSE OF STUDY
COURSE DESCRIPTIONS (OCS)

OCCUPATIONAL COURSE OF STUDY ENGLISH COURSES (TOTAL 4 CREDITS)

OCS ENGLISH I  Students in OCS English I will use a variety of genres of literature to study literature in order to gain a better understanding of different cultures and current events in relationship to themselves. Students will be exposed to reading and writing skills necessary to write, analyze, and evaluate detailed arguments.
Prerequisite: None

OCS ENGLISH II  Students in OCS English II will study literature from a global perspective including, informational texts, poetry, drama, biographical works, and art designed to help students better understand how world cultures differ and how current events impact their lives. Students will continue to develop the reading and writing skills necessary to further develop analytical and persuasive writing skills.
Prerequisite: OCS English I

OCS ENGLISH III  OCS English III continues building on information and skills introduced in OCS English I and II. Instruction will continue to focus on developing the ability to comprehend and utilize a variety of literary and informational texts from within the US and across the globe to better understand different cultures and the impact on current events. Students will learn to use communication skills appropriate for a variety of settings, including formal and informal settings within employment, postsecondary education/training, independent living, and community participation. Students will learn to critique written information, utilize decision-making skills, and express personal viewpoints within a variety of settings and life domains (including, but not limited to, employment and independent living situations). Students will learn how to complete written forms using templates such as guides and informational resources. Emphasis is also placed on students generating original writings.
Prerequisite: OCS English II

OCS ENGLISH IV  OCS English IV builds on the information and skills developed in OCS English I, II, and III. In addition to continuing to develop the ability to utilize various types of written text to obtain information, students will learn to access information needed to carry out adult and independent living tasks. Instruction is provided on formal versus informal communication and completion of written forms without templates and/or guides. Students learn to discriminate between subjective and objective information in order to analyze current events and develop personal viewpoints. Students will apply skills learned throughout the four English courses to produce a variety of written materials routinely used in employment, postsecondary education, adult and independent living, as well as within the community.
Prerequisite: OCS English III

OCCUPATIONAL COURSE OF STUDY SCIENCE COURSES (TOTAL OF 2 CREDITS)

OCS APPLIED SCIENCE  Students learn about energy, the environment, conservation, and chemical exposure. The students also study the systems of the human body and learn how they work together to regulate health. Students explore these topics through hands-on activities and by applying the concepts to real world situations.
Prerequisite: None

OCS BIOLOGY  OCS Biology exposes students to the history and development of biology including cellular biology, genetics, biochemistry, physiology, and life processes. Students develop process and problem solving skills through hands-on activities and the application of the scientific method. This course is directly aligned with the Future Ready Core Course of Study Biology I course.
Prerequisite: None
OCCUPATIONAL COURSE OF STUDY MATHEMATICS (TOTAL OF 3 CREDITS)

OCS INTRODUCTION TO MATHEMATICS  Students learn basic computation skills including the manipulation of whole numbers, decimals, fractions and percentages. Instruction is provided in measuring time, predicting patterns, and graphing. Students are also exposed to basic algebraic concepts. Students will apply mathematical concepts to solve problems.
Prerequisite: None

OCS MATH I  OCS MATH I is a rigorous math course that builds on the core math concepts presented in OCS Introduction to Mathematics. OCS MATH I students explore basic math operations, geometry, measurement, probability and statistics, and are introduced to discrete algebra. Students will use ratios to solve problems and exponents to simplify mathematical expressions and factor algebraic expressions. Students will also learn to analyze statistical distributions. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.
Prerequisite: OCS Introduction to Mathematics

OCS FINANCIAL MANAGEMENT  OCS Financial Management provides students with a foundation in financial planning and money management needed for independent living. Students are introduced to the concepts of income and other forms of financial compensation for work performed along with state and federal income tax requirements. Students learn about credit and how to maintain a positive credit rating. Additional course objectives include an understanding of fiscal responsibility, including the concept of “needs vs. wants”. Students learn about different types of insurance and how to analyze differences between banks and credit unions. Students have opportunities to practice basic computation skills throughout this course.
Prerequisite: OCS MATH I

OCCUPATIONAL COURSE OF STUDY SOCIAL STUDIES COURSES (TOTAL OF 2 CREDITS)

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.
Required for graduation for students entering 9th grade in 2017-18 and later, and they must take either American History I or II for the 2nd credit.
Prerequisite: None

OCS AMERICAN HISTORY  OCS American History I introduces students to US historical events starting with the European exploration of the “new world” and the colonial settlement, American Revolution, establishment of the US Constitution, the westward expansion, the US Civil War and reconstruction following the war. Students also learn about the establishment of the different political parties. Students should take this course prior to taking OCS American History II, if both are required.
Students entering 9th grade for the first time in the years 2012-13 through 2016-17, are required to take American History I and II to meet graduation requirements.
Prerequisite: None

OCCUPATIONAL AMERICAN HISTORY II  OCS American History II will guide students from the late nineteenth century time period through the early 21st century. Starting with the end of Reconstruction through present time, students will examine the political, economic, social, and cultural development of the United States. Students will trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world. An emphasis is also placed on individual rights, responsibilities, and self-advocacy.
Students entering 9th grade for the first time in the years 2012-13 through 2016-17, are required to take American History I and II to meet graduation requirements.
Prerequisite: None
OCCUPATIONAL COURSE OF STUDY OCCUPATIONAL PREPARATION (TOTAL OF 6 CREDITS)

**OCS OCCUPATIONAL PREPARATION I** Occupational Preparation I (OCC Prep I) is designed to introduce students to the fundamentals, attitudes, behaviors and habits needed to obtain, maintain, and advance employment in their chosen career fields. Students will participate in school-based learning activities designed to develop positive work ethics, job-seeking skills, decision-making skills, and self-management. School-based work training activities will include activities such as school-based enterprises and hands-on vocational training activities completed throughout the school campus. Students begin formal career planning in this OCC Prep course and continue this process throughout the strand of OCC Prep courses. This course is part of a sequential series of courses designed to be taken in order.

Prerequisite: None

**OCS OCCUPATIONAL PREPARATION II (2 CREDITS REQUIRED)** The two sections of OCC Prep II are designed to be offered in back-to-back course periods during the same semester. This schedule allows students time to participate in school-based and, as appropriate, community-based vocational training. This course is designed to allow students to develop soft skills appropriate to all careers. Students have opportunities to develop appropriate interpersonal and problem solving skills with an understanding cultural diversity. Students will have opportunities to develop and apply self-advocacy skills. This course provides students with opportunities to work in teams. Course activities may take place in a variety of settings including the classroom, whole school environment, and community.

Prerequisite: OCS Occupational Preparation I

**OCS OCCUPATIONAL PREPARATION III (2 CREDITS REQUIRED)** It is designed to be offered in back-to-back course periods during the same semester. This schedule allows students time to participate in school-based and community-based vocational training during the school day, if appropriate. Students have an opportunity to apply skills learned in OCC Prep I and II and continue to develop the employability skills necessary for competitive employment. Multiple opportunities are provided for students to develop leadership and self-determination skills. OCC Occupational Preparation IV gives students the opportunity to synthesize all the skills acquired in previous OCC Prep courses and apply them to competitive employment. This course provides students with opportunities to apply problem-solving skills in a variety of work-related situations. Students continue focusing on completing the remainder of school-based and community-based work training hours in addition to finding and maintaining competitive employment aligned with postsecondary goals. Students will continue developing work portfolios outlining their educational and vocational high school experiences. Students are required to formally present their work portfolio to a panel of DPS staff.

**Two credits OCS Occupational Preparation II and III are required for graduation with a diploma in the OCS Diploma Pathway.**

Prerequisite: 2 Credits of OCS Occupational Preparation II
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 – Career Readiness Certificate, free of charge. See the Credential Course List following this introduction.

<table>
<thead>
<tr>
<th>High School CTE Credentials Currently Offered In Stokes County</th>
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</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>AU10 Agriscience Applications</td>
</tr>
<tr>
<td>AA22 Animal Science I</td>
</tr>
<tr>
<td>AA23 Animal Science II</td>
</tr>
<tr>
<td>BM10 Microsoft Word and PowerPoint</td>
</tr>
<tr>
<td>BM20 Microsoft Excel</td>
</tr>
<tr>
<td>BF05 Personal Finance</td>
</tr>
<tr>
<td>ME11 Entrepreneurship I</td>
</tr>
<tr>
<td>FN42 Foods and Nutrition I</td>
</tr>
<tr>
<td>HU42 Health Science II</td>
</tr>
<tr>
<td>HN43 Nursing Fundamentals</td>
</tr>
</tbody>
</table>

**Tech Prep Completers**

*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.

| 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 began July 1, 2017 or later. Before that date, the 2012 articulation agreement was 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.

<table>
<thead>
<tr>
<th>High School Program Area</th>
<th>High School Course Number / Title</th>
<th>Community College Course Number/ Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Education</td>
<td>AA22 Animal Science II</td>
<td>= ANS-110 Animal Science</td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>AP41 Horticulture I</td>
<td>= HOR-150 Intro to Horticulture</td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>AP44 Horticulture II - Landscaping</td>
<td>= HOR-114 Landscaping Construction OR LSG-111 Basic Landscaping Technique</td>
</tr>
<tr>
<td>Business, Finance and IT Education</td>
<td>BA10 Accounting I</td>
<td>= ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I</td>
</tr>
<tr>
<td>Business, Finance and IT Education</td>
<td>BA20 Accounting II</td>
<td>= ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I OR ACC-119 Accounting Fundamentals II</td>
</tr>
<tr>
<td>Business, Finance and IT Education</td>
<td>BM10 Microsoft Word and Power Point</td>
<td>= CIS-111 Basic PC Literacy OR CIS-124 DTP Graphics Software OR OST-136 Word Processing</td>
</tr>
<tr>
<td>Business, Finance and IT Education</td>
<td>BM10 Microsoft Word and Power Point AND BM20 Microsoft Excel and Access</td>
<td>= OST-137 Office Software Applications</td>
</tr>
<tr>
<td>Business, Finance and IT Education</td>
<td>BM20 Microsoft Excel and Access</td>
<td>= CTS-130 Spreadsheet</td>
</tr>
<tr>
<td>Business, Finance and IT Education</td>
<td>BD10 Multimedia and Webpage Design</td>
<td>= WEB-110 Internet/Web Fundamentals OR WEB-120 Intro Internet Multimedia</td>
</tr>
<tr>
<td>Business, Finance and IT Education</td>
<td>BF05 Personal Finance</td>
<td>= BUS-125 Personal Finance</td>
</tr>
<tr>
<td>Family and Consumer Science Education</td>
<td>FN41 Foods I AND FN42 Foods II - Enterprise</td>
<td>= CUL-112 Nutrition for Food Service</td>
</tr>
<tr>
<td>Family and Consumer Science Education</td>
<td>(FN42 Foods II EnterpriseOR FH20 Introduction to Culinary Arts &amp; Hospitality) AND ServSafe certification</td>
<td>= CUL-110 Sanitation &amp; Safety AND CUL-110A Sanitation &amp; Safety Lab</td>
</tr>
<tr>
<td>Family and Consumer Science Education</td>
<td>FI53 Interior Applications</td>
<td>= DES-235 Products</td>
</tr>
<tr>
<td>Health Science Education</td>
<td>HU40 Health Science I</td>
<td>= MED-121 Medical Terminology I AND MED-122 Medical Terminology II</td>
</tr>
<tr>
<td>Health Science Education</td>
<td>HU42 Health Science II</td>
<td>= HSC-110 Orientation to Health Careers AND (HSC-120 CPR OR MED-180 CPR Certification)</td>
</tr>
<tr>
<td>Health Science Education</td>
<td>HU43 Nursing Fundamentals</td>
<td>= NAS-101 Nursing Assistant I</td>
</tr>
<tr>
<td>Marketing and Entrepreneurship Education</td>
<td>ME11 Entrepreneurship I</td>
<td>= ETR-210 Intro to Entrepreneurship</td>
</tr>
<tr>
<td>Marketing and Entrepreneurship Education</td>
<td>MM51 Marketing</td>
<td>= ETR-230 Entrepreneur Marketing OR MKT-110 Principles of Fashion OR MKT-120 Principles of Marketing</td>
</tr>
<tr>
<td>Technology, Engineering and Design Education</td>
<td>TE11 Technology Engineering and Design AND TE12 Technology Design AND TE13 Engineering Design</td>
<td>= EGR-110 Intro to Engineering Technology AND (CEG-115 Intro to Technology and Sustainability OR EGR-115 Intro to Technology OR DDF-211 Design Process I )</td>
</tr>
<tr>
<td>Trade and Industrial Education</td>
<td>IC00 Core and Sustainable Construction</td>
<td>= WOL110 Basic Construction Skills</td>
</tr>
<tr>
<td>Trade and Industrial Education</td>
<td>IT16 Automotive Service I AND IT17 Automotive Service II AND IT18 Automotive Service III</td>
<td>= TRN-111 Chassis Maint/Light Repair AND TRN-112 Powertrain Maint/Light Repair AND AUT-113 Automotive Servicing I MUST COMPLETE MLR TASK LIST</td>
</tr>
<tr>
<td>Trade and Industrial Education</td>
<td>IC00 Core and Sustainable Construction AND IC21 Carpentry I</td>
<td>= CAR-110 Intro to Carpentry OR WOL-110 Basic Construction Skills OR CST-110 Intro to Construction</td>
</tr>
<tr>
<td>Trade and Industrial Education</td>
<td>IC22 Carpentry II</td>
<td>= CST-111 Construction I</td>
</tr>
<tr>
<td>Trade and Industrial Education</td>
<td>IC61 Drafting I</td>
<td>= DFT-111 Technical Drafting I AND DFT-111A Technical Drafting I Lab</td>
</tr>
<tr>
<td>Trade and Industrial Education</td>
<td>IC61 Drafting I AND IC62 Drafting II - Architectural</td>
<td>= DFT-115 Architectural Drafting OR DFT-119 Basic CAD OR ARC-114 Architectural CAD</td>
</tr>
</tbody>
</table>
**Trade and Industrial Education**

IC00 Core and Sustainable Construction AND IC11 Masonry I AND IC12 Masonry II = MAS-110 Masonry I

**INTERNSHIP** A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship. 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 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 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. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Grade 12 only
Prerequisites: Two technical credits in one Career Cluster

**CTE CAREER AND COLLEGE PROMISE** Career and College Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and to many of the state’s independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

**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 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. The NC Hunter Safety credential will be offered in this course at no cost to the student.

Grades: 9-12
Prerequisite: None

**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. Credential for National Beef Quality Assurance can be earned.

Grades: 10-12
Prerequisite: None

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

Grades: 10-12
Prerequisite: Animal Science I
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.
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.
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. 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.
Grades: 11-12
Prerequisite: Horticulture I

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, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced.
Grades: 9-12
Prerequisite: None

BUSINESS, FINANCE AND INFORMATION TECHNOLOGY EDUCATION

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 and entrepreneurial experiences encouraged.
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 and entrepreneurial experiences encouraged.
Grades: 11-12
Prerequisite: Accounting I

COMPUTER PROGRAMMING I  This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced and entrepreneurial experiences encouraged.
Grades: 9-12
Prerequisite: Microsoft Introduction to Computer Science recommended

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.
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
MCPROSOFT 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 WORD AND POWERPOINT Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced. 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 EXCEL Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel 2016. Expert-level candidates for the Excel 2016 exam will have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program’s features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

The Microsoft Office Specialist Excel credentials 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.

Grades: 10-12
Prerequisite: Microsoft Word and PowerPoint

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.

The EverFi Financial Certification will be offered in this course at no additional cost to the student.

Grades: 10-12
Prerequisite: None

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.

Grades: 9-12
Prerequisite: None

CAREER DEVELOPMENT EDUCATION

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

Grades: 9-12
Prerequisite: None
FAMILY AND CONSUMER SCIENCE EDUCATION

APPAREL AND TEXTILE PRODUCTION I  In this course students are introduced to the apparel and textile industry in the area of design, textiles and apparel engineering. Emphasis is placed on students applying these designs and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced.
Grades: 9-12
Prerequisite: None

APPAREL AND TEXTILE PRODUCTION II  Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills, necessary for successful marketing and distribution of an apparel product. Art, literacy, mathematics, science, and social studies are reinforced throughout.
Grades: 10-12
Prerequisite: Apparel and Textile Production I

FOODS AND NUTRITION I  This course examines the nutritional needs of the individual. Students learn fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced.
Grades: 9-12
Prerequisite: None

FOODS AND NUTRITION II  In this course, students experience the cross-section of nutrition science and food preparation while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students come to understand food protection, nutrients, lifespan nutrition, sports nutrition, medical nutrition therapy, American and global foodways, and entrepreneurship. English language arts, social studies, mathematics, and science are reinforced. The ServSafe Food Protection Managers Certification will be offered in this course with an approximate cost of $45.00 per student.
Grades: 11-12
Prerequisites: Foods I

INTERIOR DESIGN I  This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced.
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.
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.
Grades: 9-12
Prerequisite: None

PRINCIPLES OF FAMILY AND HUMAN SERVICES  Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.
Grades: 9-12
Prerequisite: None
HEALTH SCIENCE EDUCATION

BIOMEDICAL TECHNOLOGY I  This course challenges students to investigate current trends in health care. 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.
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.
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 medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.
Grades: 9 - 12
Prerequisite: None

HEALTH SCIENCE I  This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare 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.
Grades: 10-12
Prerequisite: None

HEALTH SCIENCE II  This course is designed to help students expand their understanding of financing and trends of healthcare 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 for healthcare professionals. English language arts and science are reinforced in this course. CPR and First Aid credentials will be offered in this course.
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.
*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 during lab instruction, demonstration, skills practice, and while in the clinical 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 EDUCATION

DECA, an association for marketing students, prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management.

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. 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
FASHION MERCHANDISING  This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for the retail of fashion at the entry level of work or postsecondary education. English, mathematics, social studies, and technology are reinforced. 
Grades: 10-12
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. 
Grades: 11-12
Prerequisite: None

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. 
Grades: 9-12
Prerequisite: None

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. 
Grades: 9-12
Prerequisite: None

MARKETING APPLICATIONS  In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced. 
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 Applications, 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

North Carolina Technology Student Association (NC TSA) is an essential element of the state's Technology Education Program. This student organization provides the opportunity for students to engage in activities directly reflecting the curriculum.

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 through the course. Activities are structures to integrate physical and social science, mathematics, English language arts, and art. 
Grades: 9-12
Prerequisite: None
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 experience and a variety of software. Art, English language, arts, mathematics and science are reinforced.
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 network 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.
Grades: 11-12
Prerequisite: Game Art and Design

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.
Grades: 10-12
Prerequisite: Scientific Visualization I

TECHNOLOGY, ENGINEERING AND DESIGN This course focus 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.
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. Activities are structures to integrate art, english, language arts, mathematics and science.
Grades: 10-12
Prerequisite: Technology Engineering and Design

TRADE AND INDUSTRIAL EDUCATION

SkillsUSA is an essential element of the state’s Trade and Industrial Program. This student organization provides the opportunity for students to engage in activities directly reflecting the curriculum.

AUTOMOTIVE SERVICES FUNDAMENTALS This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.
Grades: 9-12
Prerequisite: None

AUTOMOTIVE SERVICE I This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.
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, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.
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, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced.
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, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced.
Grades: 9-12
Prerequisite: None

DRAFTING II—Architectural This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as REVIT, are essential to this course, and the required method of producing finished drawings. English language arts, mathematics, and science are reinforced.
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, and Building Information Modeling (BIM). Emphasis is placed on the continued use of 3D CAD tools and software such as REVIT, in the design and execution of site and foundation plans, electrical/lighting plans, stair/ailing design, bath and kitchen details, multi-level floor systems, site development, renderings and walkthroughs, as well as small commercial building and design. English language arts, mathematics, and science are reinforced.
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 for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, 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. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification and OSHA 10-Hour Construction Industry Certification.
Grades: 9-12
Prerequisite: None

CARPENTRY I This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power tools, reading plans and elevations, introduction to concrete, reinforcing materials, and forms, floor system construction procedures, wall and ceiling framing procedures, and basic stair layout. English language arts and mathematics are reinforced. Students may earn additional certifications for National Center for Construction Education and Research (NCCER).
Grades: 9-12
Prerequisite: Core and Sustainable Construction

CARPENTRY II This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module. English language arts and mathematics are reinforced. Students may earn additional certifications for National Center for Construction Education and Research (NCCER).
Grades: 10-12
Prerequisite: Carpentry I
MASONRY I  This course covers basic masonry terminology and develops technical aspects of the masonry industry with emphasis on the development of introductory skills to include the introduction to masonry, masonry tools and equipment, measurement, drawings and specifications, mortar procedures, and masonry units and installation techniques. Mathematics and English language arts are reinforced. Students may earn additional certifications for National Center for Construction Education and Research (NCCER).
Grades: 9-12
Prerequisite:  Core and Sustainable Construction

MASONRY II  This course builds on skills mastered in Masonry I and provides an emphasis on residential plans and drawing interpretation, residential masonry, grout and other reinforcement processes, metalwork in masonry, and the introduction to weatherization. English language arts and mathematics are reinforced. Students may earn additional certifications for National Center for Construction Education and Research (NCCER).
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 2018-2019 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.

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

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.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Weighting Scale (effective with freshmen class of 2015-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Course</td>
<td>One-half (.5) quality point</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate Courses</td>
<td>One (1) quality point</td>
</tr>
<tr>
<td>Community College and Four Year University and College Courses</td>
<td>One (1) quality point</td>
</tr>
<tr>
<td></td>
<td>(No change from current weighting scale)</td>
</tr>
</tbody>
</table>
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.)

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.
<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>English I, II, III, IV</td>
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<tr>
<td>4</td>
<td>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)</td>
</tr>
<tr>
<td>3</td>
<td>Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)</td>
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<tr>
<td>1</td>
<td>Health and Physical Education</td>
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<tr>
<td>6</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>Higher level courses taken during junior and/or senior years which carry 5 additional 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</td>
</tr>
<tr>
<td>25 or 24 + NCGP</td>
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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.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
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<tbody>
<tr>
<td>1. English 9 __________________</td>
<td>1. English 10 __________________</td>
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<td>2. ____________________________</td>
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<tr>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>1. English 11 __________________</td>
<td>1. English 12 __________________</td>
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