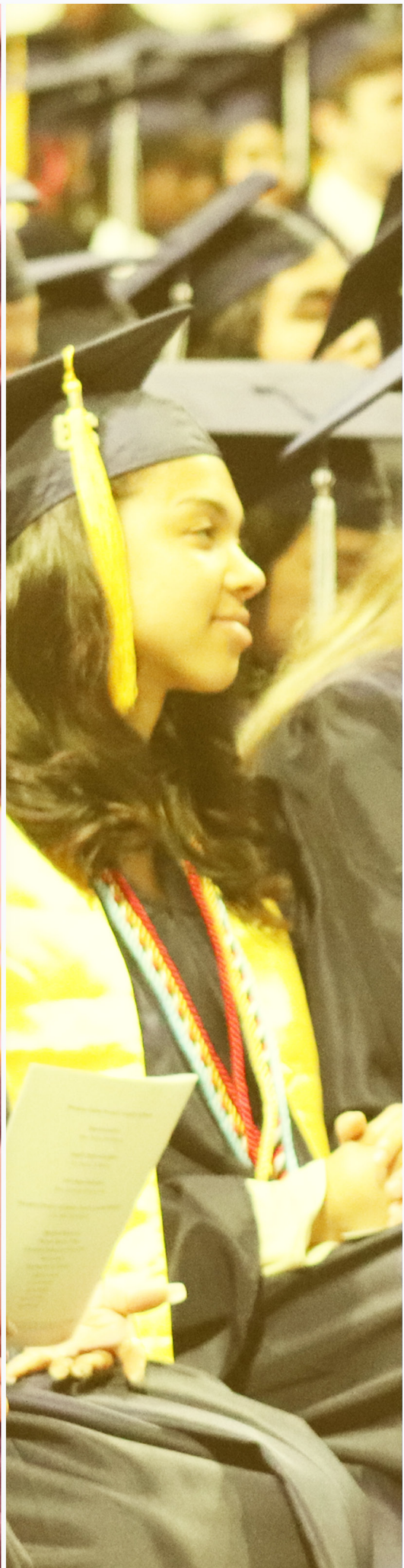




**2024-2025  
HIGH SCHOOL  
COURSE REGISTRATION  
BOOK**



Greetings WS/FCS High School Students,

Welcome to the high school registration process for the 24-25 school year. As we embark on another exciting academic year, we want to ensure you are well prepared for the journey ahead. The choices you make now will play a crucial role in being FUTURE READY, and we are here to guide you through the process of registering for classes that will set you on a path to success.

High school is not just about acquiring knowledge. It's a journey of self-discovery and exploration. It's an opportunity to delve into subjects that captivate your interests, challenge your intellect, and prepare you for the ever-evolving world that awaits. With this in mind, we encourage you to approach the course registration process with enthusiasm and a sense of adventure.

Here are a few key points to consider as you navigate through your course options:

1. Explore new horizons and find your interests – High school offers a diverse range of subjects and extracurricular activities. Take this opportunity to explore new horizons and discover your passions. Whether it's delving into the realms of science, literature, arts, or technology, each subject has the potential to unlock new possibilities for your future. Find what truly interests you and engage in classes that ignite your curiosity and passion. The classes you choose outside of those required to graduate should reflect your unique interests.

2. Be Future Ready – The classes you choose now will play a role in shaping your skills and knowledge for the future. Consider courses that align with your career interests or that introduce you to new fields. Being future means equipping yourself with a diverse set of skills and knowledge that will be invaluable in the years to come.

3. Seek guidance – You have a team of counselors, teachers, and administrators here to support you in making informed decisions about your academic journey. Discuss your goals, interests, and concerns with them, and let their experience and insights be a valuable resource in your decision-making process.

Remember, the course registration process is an opportunity to sculpt your educational experience and prepare for the exciting journey that lies ahead. Whether you are a rising 9th grader, rising senior, or in a grade level in between, embrace this opportunity, be proactive in exploring new options, and take ownership of your educational path.

If you have any questions or need assistance, our dedicated team is here to help. We cannot wait to see each of you walk across the stage to an exciting tomorrow. Best wishes for a fulfilling and rewarding school year ahead.



Sincerely and best regards,

A handwritten signature in black ink that reads "Tricia McManus".

Tricia McManus, Superintendent, Winston-Salem/Forsyth County Schools

Deputy Superintendent: Dr. Fabby Williams

Area Superintendents: Dr. Jill Freeman, Dr. Quincy Williams, Carmen Concepcion, and Felicia Davis



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WS/FCS  
CTE Pathways Booklet

[https://online.flippingbook.com/  
view/562394641/](https://online.flippingbook.com/view/562394641/)



The course information provided in this booklet is current at the time of printing. Course offerings are subject to change. We recommend you work closely with your School Counselor during the registration period to be aware of any changes to courses.

## Welcome to the registration process for the 2024–2025 school year!

The WS/FCS High School Registration Handbook contains information needed to register and is designed to help you and your parents or guardians make the best choices for your high school education. You'll find many exciting options for you as a high school student in this book. Read through it carefully.

What students should know when transitioning to and while attending high school:

- Know how to calculate your GPA (Grade Point Average)
- Know how to read a transcript
- Understand the meaning and importance of a course credit
- Know your high school graduation requirements
- Understand and complete a High School Four-Year Plan
- Know the attendance policy
- Understand the Career and Technical Education (CTE) Career Pathways available at each high school and how to get a competitive edge as a Concentrator in a Career Cluster
- Have an understanding of High School Options
- Understand the meaning and importance of various curriculum options, such as:
  - a) Honors/Advanced Placement (AP)
  - b) International Baccalaureate (IB)
  - c) College Courses
  - d) Credit by Demonstrated Mastery
  - e) Virtual Learning
  - f) Diploma Endorsements
  - g) and Career and College Promise.

### Important Tips:

- Talk with your School Counselor(s), Career Development Coordinators, parent and teachers concerning your course selections.
- Choices you make in high school affect your academic and career options after high school.
- Seriously consider your course selection.
- To earn a high school diploma you must meet all course, credit and test requirements of at least one course of study.
- Courses of study are designed by the state to prepare students for a multitude of post-high school opportunities.
- Take the most challenging classes that will prepare you for educational and career opportunities after high school.

### Steps for Completing the Registration Process

1. Study the General Information section of this registration book. Identify the requirements for graduation by reviewing the charts on pages 4 and 5.
2. Read the course descriptions of both required courses and electives in which you are interested, and make sure you meet the prerequisites.
3. Use the High School Plan developed by you and your counselor to select the courses you want to take.
4. Talk with your School Counselors, Career Development Coordinators, and teachers for help with determining the courses you need. School staff members will make recommendations to you by using several criteria, such as your previous performance, test scores, and the AP Potential results based on your PSAT information.
5. Meet with your School Counselor to make your course selections.
6. Have your parent/guardian double-check your selections to make sure you have registered for the courses you need.

Before selecting your classes, consider asking yourself these questions:

- "What kind of work do I want to do as an adult?"
- "After high school graduation, do I want to join the military, go to a four-year university, go to a community college, or get a job right away?"
- "What courses are offered at my school that will help me to achieve my future goals?"

**Registration is a commitment** to take the courses you have selected. Remember, when you complete your registration online, you are requesting a specific course - not a specific teacher, time, or place.

You may choose the courses you would like to take in the next school year; however, your schedule may change pending final grades in the courses you are currently taking and your end-of-grade (EOG) or end-of-course (EOC) scores.

**IMPORTANT** - Registration is the student's opportunity to request appropriate courses. All courses may not be available at the student's home school; however, every effort will be made to grant requests by linking students with schools offering those courses.

Students should be careful to choose courses that align with their plans after high school. They should also make alternate choices with careful consideration. After the registration period is complete, students will have limited opportunities to change their course selections. All requests for course changes are not guaranteed once the registration period has ended.

## State and Local Course Requirements for High School Graduation

### For 9th Graders Entering in August 2020

CONTENT AREA	FUTURE READY CORE	OCCUPATIONAL COURSE OF STUDY (OCS) This program is specific to students with disabilities only based on an IEP team decision.
English	4 Credits <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> </ul>	4 Credits <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> </ul>
Mathematics	4 Credits <ul style="list-style-type: none"> <li>• NC Math 1</li> <li>• NC Math 2</li> <li>• NC Math 3</li> <li>• and a fourth mathematics course to be aligned with the student's post-high school plans.</li> </ul>	3 credits <ul style="list-style-type: none"> <li>• Introduction to Math 1</li> <li>• Math 1</li> <li>• Financial Management</li> </ul>
Science	3 Credits <ul style="list-style-type: none"> <li>• Earth/Environmental Science</li> <li>• A Physical Science</li> <li>• Biology</li> </ul>	2 Credits <ul style="list-style-type: none"> <li>• Applied Science</li> <li>• Biology</li> </ul>
Social Studies	4 Credits <ul style="list-style-type: none"> <li>• World History or AP World</li> <li>• A Founding Principles course (Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy) or AP United States Government and Politics</li> <li>• An American History (American History I, American History II, or American History) or AP US History</li> <li>• Economics and Personal Finance</li> </ul>	2 Credits <ul style="list-style-type: none"> <li>• Founding Principles Civics and Economics or Founding Principals of the United States of America and North Carolina: Civic Literacy</li> <li>• Economics and Personal Finance</li> </ul>
Health and Physical Education	1 Credit <ul style="list-style-type: none"> <li>• Health/Physical Education I</li> </ul>	1 Credit <ul style="list-style-type: none"> <li>• Health/Physical Education I</li> </ul>
CPR	Successful completion of CPR for students graduating 2015 and beyond	Successful completion of CPR for students graduating 2015 and beyond
Electives or Other Requirements	6 Credits 2 of the 6 elective credits from any combination of: <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education</li> <li>• World Languages</li> </ul>	6 Credits <ul style="list-style-type: none"> <li>• Employment Preparation I Science</li> <li>• Employment Preparation II Citizenship A &amp; B</li> <li>• Employment Preparation III Citizenship A &amp; B</li> <li>• Employment Preparation IV Math</li> <li>• Career Training</li> </ul>
Career and Technical Education		4 Credits <ul style="list-style-type: none"> <li>• CTE electives</li> </ul>
Arts Education	All students must complete ONE arts credit (music, visual art, theatre arts, dance) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022 (Senate Bill 681).	All students must complete ONE arts credit (music, visual art, theatre arts, dance) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022 (Senate Bill 681).
Total Minimum Credits Required	22 Credits	22 Credits

## For 9th Graders Entering in August 2021 and beyond

CONTENT AREA	FUTURE READY CORE	OCCUPATIONAL COURSE OF STUDY (OCS) <small>This program is specific to students with disabilities only based on an IEP team decision.</small>
English	4 Credits <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> </ul>	4 Credits <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> </ul>
Mathematics	4 Credits <ul style="list-style-type: none"> <li>• NC Math 1</li> <li>• NC Math 2</li> <li>• NC Math 3</li> <li>• and a fourth mathematics course to be aligned with the student's post-high school plans.</li> </ul>	3 credits <ul style="list-style-type: none"> <li>• Introduction to Math 1</li> <li>• Math 1</li> <li>• Financial Management</li> </ul>
Science	3 Credits <ul style="list-style-type: none"> <li>• Earth/Environmental Science</li> <li>• A Physical Science</li> <li>• Biology</li> </ul>	2 Credits <ul style="list-style-type: none"> <li>• Applied Science</li> <li>• Biology</li> </ul>
Social Studies	4 Credits <ul style="list-style-type: none"> <li>• World History or AP World History</li> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy <u>or</u> AP United States Government and Politics</li> <li>• American History or AP United States History</li> <li>• Economics and Personal Finance</li> </ul>	2 Credits <ul style="list-style-type: none"> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>• Economics and Personal Finance</li> </ul>
Health and Physical Education	1 Credit <ul style="list-style-type: none"> <li>• Health/Physical Education I</li> </ul>	1 Credit <ul style="list-style-type: none"> <li>• Health/Physical Education I</li> </ul>
CPR	Successful completion of CPR for students graduating 2015 and beyond	Successful completion of CPR for students graduating 2015 and beyond
Electives or Other Requirements	6 Credits 2 of the 6 elective credits from any combination of: <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education</li> <li>• World Languages</li> </ul>	6 Credits <ul style="list-style-type: none"> <li>• Employment Preparation I Science</li> <li>• Employment Preparation II Citizenship A &amp; B</li> <li>• Employment Preparation III Citizenship A &amp; B</li> <li>• Employment Preparation IV Math</li> <li>• Career Training</li> </ul>
Career and Technical Education		4 Credits <ul style="list-style-type: none"> <li>• CTE electives</li> </ul>
Arts Education	All students must complete ONE arts credit (music, visual art, theatre arts, dance) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022 (Senate Bill 681).	All students must complete ONE arts credit (music, visual art, theatre arts, dance) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022 (Senate Bill 681).
Total Minimum Credits Required	22 Credits	22 Credits

## Graduation Requirements

There are two pathways to graduation. The Future-Ready Course of Study includes courses There are two pathways to graduation. The Future-Ready Course of Study includes courses designed so that all students graduate college and are career ready. Students who do not complete the courses of study approved by the State Board of Education will not receive a diploma. Individual course selections will vary depending on a student's post-secondary plans.

Students must complete the following:

- \* 4 units of English
- \* 4 units of Math
- \* 3 units of Science
- \* 4 units of Social Studies
- \* 1 unit of PE/Health
- \* 6 additional elective credits

The Occupational Course of Study is specific to students with disabilities. Placement in this program is based on an IEP team decision.

This course of study includes work requirements. Students who do not complete all local and state requirements may be eligible for a graduation certificate. See graduation charts on pages 5-6.

## Students on the Extended Content Standards

The North Carolina Standard Course of Study defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students should know and be able to do.

The state acknowledges that the standards do not encompass everything a student may need to learn. For students with disabilities these other needs may be addressed within the students individual education program (IEP). The IEP team will address both the functional and academic needs of the student.

The ECSs articulate the essential concepts and process that should be taught and learned in schools. They should be used to guide local education agencies development of curriculum and instruction. They can also be used to aid in the development of Individualized Education Program (IEP) goals for students Grades K – 8 and High School who are eligible to take the North Carolina Alternate Assessment based on Alternate Achievement Standards (NCEXTEND1).

The ECSs are designed for students who require substantial adjustments in the general education curriculum in order to benefit from instruction. It is important for students' IEP teams to remember ECSs are taught at the appropriate grade level using chronologically age-appropriate contexts and materials in academic and functional settings. It is also important for the IEP teams to consider the educational implications of choosing the ECSs for an individual student. Although the content standards link to grade level content, the level of challenge does not meet graduation requirements for a diploma. (NCDPI definition)

## Promotion

The Classes of 2022-2026 need 5 units for promotion to grade 10, 9 units for promotion to grade 11, and 15 units for promotion to grade 12.

## Course Levels

Before signing up for courses, you and your parents will be given information to guide you in the registration process. Factors to consider include course demands, your preparation and your future plans, including course of study. Regular level courses are taught at the standard level and meet the requirements for the Future-Ready core course of study.

Honors level courses prepare you for college/university study. Grades in these courses receive an additional 0.5 quality point.

Advanced Mathematics Legislation: Per House Bill 986, Part II, Section 2, any student scoring a Level 5 on the Math End-of-Grade (EOG) test or Math End-of-Course (EOC) test for the math course in which the student was most recently enrolled must be placed in the next advanced or honors math course, unless the parent(s) or guardian(s) opt(s)-out in writing. This does not preclude students who did not score a Level 5 from enrolling in an advanced or honors math course.

Pre-AP courses are offered to 9th and 10th graders in English and Biology. These courses prepare you for Advanced Placement courses and college/university study. Grades in these courses receive an additional 0.5 quality point.

The Pre-AP English areas of focus are vertically aligned to the practices embedded in high school and college English courses, including AP. This gives students multiple opportunities to prioritize and strengthen key literacy skills throughout their course of study.

The Pe-AP Biology course engages students in real-world data analysis and problem solving that sparks critical thinking about our living world. As students engage in grade-level content, they utilize the kind of scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college.

International Baccalaureate Middle Years Programme courses are offered to ninth and 10th-graders at Paisley IB and Parkland High School students. These courses prepare you for IB Diploma and college/university study. Grades in these courses receive an additional 0.5 quality point. Students complete a personal project and 150 hours of community service.

Advanced Placement (AP) courses are college-level studies for which you may receive advanced standing and/or credit from a college. Courses through the Career and College Promise Program are college-level studies. College transfer courses with a C or better transfer to all UNC schools and most private schools.

They are offered in the 10th (with permission), 11th and 12th grades. Ninth-grade students may enroll in AP World History: Modern. Grades in AP courses receive one additional quality point with the completion of the AP exam.

International Baccalaureate Diploma courses are offered in the 11th and 12th grades. They are college-level studies for which you may receive advanced standing, credit from a college or both. Grades in IB Diploma courses receive one additional quality point with the completion of the IB exam.

## Course Credit

One-Unit Credit Courses: All courses are offered only as one-unit credit courses. Yearlong courses will award credit at the end of the school year. Block courses will award credit at the end of the 18 week course (January or June).

## Class Rank

Class rank is figured two ways: unweighted, based on grade point average (GPA), and weighted, based on quality point average (QPA). Only the weighted class rank is shown on transcripts. Rank is calculated after each semester.

### Unweighted (GPA)

Grades in a one-unit course earn grade points: A = 4, B = 3, C = 2, D = 1.

The points earned are divided by the number of units attempted to determine the grade point average (GPA).

Eligibility for North Carolina Academic Scholar recognition, National Honor Society, and athletic or extracurricular activities is based on an unweighted GPA.

### Weighted (QPA) for Grades 9-12

The State Board of Education changed course weights beginning with the Class of 2019. Grades in a one-unit course earn the following quality points as indicated below. The points earned are divided by the number of units attempted to determine the quality point average.

	Regular	Honors	AP/IB
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2

### Grading Scale

North Carolina switched to a 10-point grading scale for all students in 2015-16.

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

## Mid-year and Early Graduation

Students who participate in school system and dual-enrollment opportunities may be eligible to graduate in less than four years.

## Early Graduation In a Three-Year Period Scholarship, Senate Bill 406:

The class of 2026 (current 10th grade class) are eligible for a new Senate Bill 406 which indicates that students can receive an automatic scholarship if they graduate within three years of entering high school in the ninth grade. The bill's titled "Choose Your School, Choose Your Future" expand the state's voucher program, which provides public money for school tuition. But they also require all public schools to create a three-year track to graduation – and they provide a new state scholarship to encourage students to use that track. The following are the eligibility requirements for the scholarship:

1. Graduate from a State public high school within three years of entering the ninth grade. The Department of Public Instruction shall indicate on a student's transcript provided to the authority that the student is an early graduate pursuant to this section.
2. Qualify as a resident for tuition purposes under the criteria set forth in G.S. 116-143.1 and in accordance with the coordinated and centralized residency determination process administered by the authority.
3. Meet enrollment standards by being admitted, enrolled, and classified as a student in a matriculated status at an eligible postsecondary institution.
4. Submit a Free Application for Federal Student Aid (FAFSA).

For more information, visit the link below and/or contact your students' School Counselor.

<https://www.ncleg.gov/Sessions/2023/Bills/Senate/PDF/S406v0.pdf>

## Repeat Courses

A course may be repeated when it is required for graduation or the student seeks to improve their performance. When a student repeats a course, the new course grade shall replace the previous grade for the course and the new grade will be calculated into the GPA/QPA. Course credit will be granted only once.

## Credit Recovery

Credit recovery is the process where a student takes a block of instruction that is less than an entire course in order to make up credit for a previously failed course. All credit recovery courses will receive a grade of Pass/Fail only. Credit recovery may not be used to repeat the 16 core courses for NCAA athletic eligibility in Divisions I and II. See your counselor for more details about credit recovery and athletic eligibility.

For updated information regarding graduation requirements, visit the WS/FCS High School Course Registration webpage.



## N.C. Academic Scholar and Endorsements

To receive the N.C. Academic Seal of Recognition on your diploma, you must have a 3.5 GPA in the following subjects: Algebra I and II, Geometry, and a more advanced math if you took Algebra I in middle school, OR Math I, II and III, plus a higher level math course; Physics or Chemistry, Biology and an earth/environmental science course; two years of the same foreign language; and four elective credits constituting a concentration recommended from CTE, JROTC, the arts, foreign language or other areas.

Other potential endorsements include Career, College, College/UNC, and Global Languages.

## Other Important Information Student Choice Plan

The Superintendent shall schedule a choice period prior to the beginning of each school year for high school choice transfers. Students can apply to any high school, and transfers are awarded according to the space available. If necessary, the Superintendent shall schedule a special open enrollment period.

1. The following rules guide choice assignments:

a) Transfers shall not cause the receiving high school to exceed its rated capacity, taking into consideration the students who attend the Career Center or cause the sending high school to be unable to offer a full course of instruction. The Board delegates the authority to the Superintendent to develop administrative regulations to determine each school's capacity.

b) Transportation shall not be provided for students who transfer between high school attendance areas.

c) Sibling preference. Students applying for a choice transfer to a school attended by a sibling shall be assigned to that school if the sibling students will attend the school at the same time.

d) Employee preference. Children of WS/FCS full-time and part-time regular (not temporary or substitute) employees shall be assigned to the school where their parent works and to schools in close proximity to where their parent works if requested. If the employee is in an itinerant position, his/her home school will be used to assign the student.

e) Random sample. If a high school's capacity is not filled by residential students, siblings, and previously enrolled students, the remaining spaces shall be filled by a lottery that considers the order in which applications are received. Applications postmarked the first date of the choice period will be randomly assigned a sequence number and put in order. Then applications postmarked the second day of the choice period will be randomly assigned a sequence number and put in order, and so on. Assignments are made by sequence number.

f) Students who change their domicile from one residence to another within Forsyth County after being granted a choice transfer may remain at that school for the remainder of that school year, provided the student's parent(s) agree to transport their child to and from school. The WS/FCS shall not provide transportation to the school serving the student's former domicile if it is outside the school's attendance zone.

g) Students granted a choice transfer during the choice period shall be eligible for interscholastic athletics. Students transferring within WS/FCS after the choice period will be disqualified from athletic eligibility for 365 days, except for students who have a bona fide change in domicile. Students with a bona fide change in domicile will be ineligible for the sports season during which they transfer. Students denied eligibility may appeal to the athletic committee. Students transferring from outside WS/FCS (including charter, private and out-of-county schools) will be disqualified from athletic eligibility for 365 days. Their only appeal right is to the N.C. High School Athletic Association.

h) Requests for a transfer may not be denied on the basis of race, color, ethnic background, religion or gender.

2. Length of Assignment.

a) Once a student has been granted a choice transfer, the student shall be assigned to that school for a minimum of one school year unless a change in the student's domicile occurs, a medical need exists, grounds for the special transfer is granted due to a good and substantial cause to another school in the system occurs.

b) Once a student has been assigned to a high school, the student may remain at that school until the student completes the grade span, subject to satisfying the expectations outlined below.

c) A student may return to his/her residential school at any time.

3. Expectations. If a student is attending his/her residential school and commits an offense resulting in assignment to an alternative school, suspension for the remainder of the school year, 365 calendar day suspension or expulsion, and then the student subsequently moves into another residential district prior to re-enrollment, such student will not be eligible for a special transfer to the school from which he was suspended.

## Eligibility for athletics and extra-class activities

To participate in interscholastic athletics, you must meet the requirements set by the N.C. High School Athletic Association, as well as rules established by the Winston-Salem/Forsyth County Board of Education. To qualify under state rules, you must:

- Have no more than eight consecutive semesters in attendance nor more than four seasons of participation in any sport since entering grade 9.
- Be under 19 years of age on or before Aug. 31.
- Be in school 50 percent of any student day on which there is an athletic contest.
- Have passed 3 of 4 courses in the previous semester.
- Have medical insurance.
- Have a medical exam within the last year.
- Have a medical release if you have missed five or more days of practice because of illness or injury.

Local requirements also affect athletics and extra-class activities. Extra-class activities are those that are optional, authorized by schools and for which you do not receive a grade. To be eligible to participate in high school athletics and extra-class activities, you must:

- Be absent no more than 10 days in the previous semester or term.

- Earn a 2.0 QPA (Quality Point Average) the previous quarter. A student whose QPA the previous quarter is less than 2.0 will be put on academic support, which requires mandatory tutoring several times a week and no unexcused absences. A student who earns a QPA of 2.0 or greater during a quarter while on academic support will be taken off academic support. If a student is on academic support for two consecutive quarters and does not earn a QPA of 2.0 or greater, he or she will be ineligible for extra-curricular activities for the next academic quarter.
- Credit recovery does not help a student's GPA because it counts as pass/fail. Students who participate in athletics or extra-class activities may need to take a course again to receive credit towards eligibility.

All ninth-graders are eligible to participate during the first quarter. If you are a ninth-grader and do not have a 2.0 QPA at the end of the first quarter or any subsequent quarter, you will be put on academic support, which requires mandatory tutoring several times a week and no unexcused absences.

## Immunization Update: North Carolina Tdap/MCV Vaccine Requirement

North Carolina General Statute (G.S.) 130A-152(a) requires immunizations for every child present in the state. Beginning July 1, 2015, North Carolina requires all individuals entering seventh grade or who are 12 or older on or after July 1, 2015, to have one dose of the tetanus, diphtheria, pertussis (also called "whooping cough") (Tdap) vaccine and one dose of the meningococcal conjugate vaccine (MCV). A second dose of the MCV is required for individuals entering 12th grade or who are 17 or older beginning August 2020.

## Preparing for College in North Carolina: The UNC System Admissions Requirements

To enroll in any of the 17 universities that make up the UNC system, undergraduate students must meet the following minimum requirements:

- English – 4 Units (English I, English II, English III, English IV)
- Mathematics – 4 Units (NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post-high school plans.)  
NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2016–2017 school year.
- Science – 3 Units (A physical science course, A life or biological course, at least one laboratory course)
- Social Studies – 2 Units (US History, One additional course)
- Two additional academic courses from English, mathematics, science, social studies, world languages, or computer science.  
(Note: these courses should be selected in alignment with a student's academic and career objectives. Completion of two sequential world language courses is recommended.)

## The 17 Campuses of the University of North Carolina

1. Appalachian State University
2. Elizabeth City State University
3. NC A&T State University
4. NC School of the Arts
5. UNC–Pembroke
6. UNC–Chapel Hill
7. UNC–Greensboro
8. Western Carolina University
9. East Carolina University
10. Fayetteville State University
11. NC Central University
12. NC School of Science and Mathematics
13. NC State University
14. UNC–Asheville
15. UNC–Charlotte
16. UNC–Wilmington
17. Winston–Salem State University

NOTE: Each university may require other courses in addition to these requirements; therefore, prospective students should refer to the catalogs and contact the admissions offices of any universities to which they plan to apply. In determining the admissibility of each applicant, institutions also consider factors other than courses completed, such as high school grades, rank in class, scores on college entrance examinations, and recommendations.

### Minimum Admissions Requirements for High School GPA and SAT/ACT Scores

YEAR	MINIMUM GPA	MINIMUM SAT	MINIMUM ACT COMPOSITE
FALL 2013 and beyond	2.5	880	19

Students applying for admission for fall 2006 or after, for whom standardized test scores are required, must submit either the SAT I (which includes the writing component) or the ACT with the writing component. SAT/ACT scores have been waived for admission into UNC System Schools for the graduating seniors this year.

### Career Center

Career Center has functioned as an extension of the traditional high schools in the district since 1976. Being centrally located off Highway 52 in downtown Winston-Salem, the school is part of the Kennedy campus at 910 Highland Court. Career Center moved to its state-of-the-art facility in January 2012.

Career Center offers Advanced Placement courses, Career Technical courses, and select specialty courses in Chinese, Japanese, science, music, and arts at the regular and honors levels. There is no tuition charge for any Career Center course, although some fees do exist.

Bus transportation is provided to and from home high schools four times per day. Students wanting to take advantage of bus transportation need to choose three units of credit at Career Center. Students may also drive their own cars.

Courses offered at Career Center are shown in blue in the course listings and descriptions.

Additional information about courses and programs as well as AP exam results data can be found on the Career Center website at [wsfcs.k12.nc.us/cc](http://wsfcs.k12.nc.us/cc)

### Advanced Placement Courses

Advanced Placement (AP) courses are offered in art, computer science, English, foreign languages, mathematics, music, psychology, science and social studies. Career Center offers the full range of available AP courses. Some AP courses are offered at the home schools. Check with your Student Services department for details.

Visit [apcentral.collegeboard.com](http://apcentral.collegeboard.com) for more info on Advanced Placement courses.

### Career and Technical Courses

Career and Technical courses are offered at Career Center for juniors and seniors in health sciences, family & consumer

sciences, technology, and trade and industrial education. They provide pathways to college after high school as well as pathways straight into the workforce.

Specific competencies are established for each program with the help of an advisory committee of local employers. Students enrolled in these courses spend about half of their school day – three periods – at Career Center, taking the technical class for two periods and one other required class.

Jobs paying high salaries are immediately available after graduation for students who demonstrate the appropriate skills. About two-thirds of students in the career and technical programs continue their education after high school at a technical or four-year college.

## Earning College Credit in High School

You have several opportunities to earn college credit for courses taken while you are in high school. These courses give you high school graduation credit, may exempt you from introductory college courses, and may allow you to get college graduation credit.

### Advanced Placement Courses

If you are planning to attend a four-year college, you should consider taking one or more Advanced Placement courses in your junior and senior years. These are challenging courses that follow a national curriculum and require extensive reading and outside assignments.

Students are required to decide during the first quarter/term of the AP course whether they will take the exam. Taking the exam is required if you seek college credit for the courses. The AP exam fee is currently \$97 for all AP exams except AP Research and AP Seminar which have a fee of \$145 each. Families are responsible for all exam fees, however, the state of NC has covered these fees in recent years. The NC legislature will determine annually if they will cover the costs of AP exams.

Scores on this exam and the requirements of a particular college will determine how much advanced placement credit you earn.

If you score a 3 or better on a five point scale (some colleges may require a 4 or 5 for specific courses) on the exam, you can earn college credit

or advanced college placement. Some students earn enough to enter college with one or two semesters of credit, which can save time and money.

AP courses also can help you develop study skills that will enhance your chances of success in higher education and in life. Several AP classes are available at many high schools, including English Literature and Composition, English Language and Composition, AP Statistics, Calculus AB, Pre-Calculus, U.S. History, World History, Human Geography, Psychology, Environmental Science, French and Latin.

AP courses are also offered at Career Center. They are as follows:

- AP Art – Drawing; AP History of Art
- AP Art Portfolio 2-D
- AP Art Portfolio 3-D
- AP English – Literature & Composition
- AP English – Language & Composition
- AP French – Language; AP French—Literature
- AP German – Language
- AP Japanese
- AP Latin
- AP Spanish – Language
- AP Spanish—Literature
- AP Calculus AB
- AP Calculus BC
- AP Computer Science Principles
- AP Computer Science A
- AP Pre-Calculus
- AP Statistics
- AP Music Theory
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics I
- AP Physics II
- AP Physics C
- AP European History
- AP Government & Politics: U.S.
- AP Government & Politics: Comparative
- AP World History: Modern
- AP Human Geography
- AP Microeconomics
- AP Macroeconomics
- AP United States History
- AP Psychology

## International Baccalaureate Courses (at Parkland Magnet High School)

The IB Diploma Programme was created in 1968. It is a demanding pre-university course of study that leads to exams. It is designed for highly motivated secondary school students. The programme has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The grading system is criterion-referenced, which means that each student's performance is measured against well-defined levels of achievement. These are consistent from one examination session to the next and are applied equally to all schools. Students must complete the IB exams in order to receive the additional quality points.

Parkland offers the following IB courses:

- IB Literature HL (IB English 3 and IB English 4)
- IB History of the Americas HL (IB History of the Americas and IB History SL)
- IB Spanish SL (IB Spanish 4 and 5)
- IB Spanish Ab Initio

- IB French SL (IB French 4 and 5)
- IB French AB Initio
- IB Psychology
- IB Philosophy
- IB Business Management
- IB Digital Society
- IB Biology
- IB Sports, Exercise, and Health Science
- IB Physics
- IB Environmental Systems and Societies SL
- IB Math Applications and Interpretation
- IB Math Analysis and Approaches
- IB Theatre
- IB Visual Arts
- IB Dance
- IB Music
- IB Theory of Knowledge (DP only)
- IB Personal and Professional Skills (CP only)
- IB Leadership Development

### MYP Courses:

- Math 1 MYP
- Math 2 MYP
- Math 3 MYP
- Pre-Calculus MYP
- English 1 MYP
- English 2 MYP
- Civic Literacy MYP
- Economics and Personal Finance MYP
- Earth and Environmental Science MYP
- Biology MYP
- Chemistry MYP
- Personal Project MYP
- Spanish 1 MYP
- Spanish 2 MYP
- Spanish 3 MYP
- Spanish Heritage 1 MYP
- Spanish Heritage 2 MYP
- French 1 MYP
- French 2 MYP
- French 3 MYP
- German 1 MYP
- German 2 MYP
- German 3 MYP

## Early College of Forsyth

Are you ready for the challenge of college now? Early College of Forsyth (ECF) provides students the opportunity to earn an Associate in Arts (AA) or an Associate in Science (AS) degree tuition-free as they earn a high school diploma. This four-year joint program of WS/FCS and Forsyth Technical Community College (FT) is designed for 9th and 10th grade students to take pre-determined courses that satisfy both high school and FTCC graduation requirements.

Once students decide which program of study (AA or AS) to pursue in their junior year, they will begin to have a choice in college course selection (provided the college courses apply to the AA or AS degree). ECF is located on the FT campus. Limited transportation is provided.

Students interested in applying to Early College of Forsyth must:

- Demonstrate grade-level proficiency on end-of-course (EOC) and end-of-grade (EOG) tests.
- Demonstrate readiness for college-level work.
- Have an acceptable school attendance and discipline history.
- Complete an application and submit an academic transcript. Grades will be reviewed to determine ability to succeed in college level coursework. Applications can be found on the Student Assignment Website during the

## Fees

The policy of the Winston-Salem/ Forsyth County Board of Education states that:

*"No pupil shall be required to pay any fee or charges for materials, supplies, or equipment in any course instructional program offered by this school system which has not been approved by the Board of Education. However, students enrolled in certain occupational courses may be charged for the cost of raw materials used by them in producing or creating projects while learning the skills taught by the course, so long as the project becomes or remains the property of the student."*

### —Policy 3250

Magnet application period.

- Early College of Forsyth admits students for August start only.
- Be interviewed by a committee.
- Two recommendations: one from an ELA/ SS teacher and one from a Math/Science teacher. The recommendation forms are embedded in the application in Scribbles.

For more information, call the ECF office at (336) 757-3290.

## Middle College of Forsyth

Middle College of Forsyth (MCF) is a magnet high school located on the campus of Forsyth Technical Community College. MCF offers an innovative learning environment for juniors and seniors with a focus on individual educational choices. It is designed for students who desire a flexible schedule and are interested in starting their college experience while in high school.

Students are expected to take Forsyth Tech college classes while enrolled in MCF, and students graduate with transferable college credit along with their high school diploma. College courses are offered at different times of the morning, afternoon, evening, and online. Middle College of Forsyth students can take college courses tuition-free and may earn up to a year or more of transferable college credit. In addition, MCF students have a great deal of flexibility in class offerings/course of study.

To be considered for admission to Middle College of Forsyth, a student must:

- have at least 10 high school credits
- have successfully completed English I & II, Math I & II, Biology, PE I & II, and Life Skills
- have a minimum 2.8 unweighted GPA
- have no discipline issues
- have no attendance issues

In order to apply, students must complete the online application and, students must submit two recommendations: one from an ELA/ SS teacher and one from a Math/Science teacher. The recommendation forms are embedded in the application in Scribbles. Students must also submit 2 recommendation forms, which can be found on the school website. Selected applicants will be invited for an interview.

Middle College of Forsyth admits students in August and January of each school year and limits enrollment to 120 total students or 60 students per grade level. For more information, contact the Middle College main office at 336-734-7437 or the guidance counselor at 336-734-7163.

# High School Registration 2024-25

## Forsyth Technical Community College

### Articulated Courses

Forsyth Technical Community College and WS/FCS have an agreement that allows students to outline specific high school programs of study that will grant them advanced standing credit when they enroll in a community college upon graduation from high school.

The agreement allows students in high school to take academic and career and technical courses that will exempt them from certain required courses at the community college level. Forsyth Tech has outlined many programs of study in degree and diploma programs for which students can receive advanced standing credit. These articulated courses require the student to meet the prerequisites for the high school course and receive a grade of B or better. If the prerequisites are met, the student is exempted from the placement test in that subject area.

Students are encouraged to work with their high school counselor to register and select the correct sequence of courses in grades 9 through 12. The final high school transcript must indicate successful completion of the correct sequence of courses with a grade of B or better.

### Career and College Promise

Career and College Promise allows qualified high school juniors and seniors to begin their two- or four-year college work, tuition free, while they are in high school, giving them a head start on their workplace and college preparation. High school freshmen and sophomores identified as AIG may qualify if they have college readiness test scores and high school recommendation. Fees are waived for students taking 8 credit hours or less. WS/FCS may purchase textbooks for students for Fall and Spring semesters. Textbooks must be returned at the end of the semester.

Career and College Promise at Forsyth Tech provides over 50 different pathways from which to choose.

### College Transfer Pathways

Students planning to pursue four-year undergraduate degrees can choose from five college transfer pathways:

- Associate in Arts
- Associate in Science
- Associate in Engineering
- Associate in Arts in Teacher Preparation
- Associate in Science in Teacher Preparation

#### College transfer requirements:

- Junior or senior
- Unweighted GPA of 2.8 on all courses or
- Demonstrate college readiness on SAT/ACT or College Placement Testing (CPT)

#### Career & Technical Education Pathways

- Students can choose from several Career & Technical Pathways. They are listed beginning on page 28.
- Career Technical Pathway Requirements:
  - Junior or senior

- If a student has below an unweighted 2.8 GPA they must have the recommendation of their high school principal or school counselor to participate.

#### How to apply:

- Student does the Forsyth Tech Career and College Promise online application.
- School counselor does the High School Agreement Form and submits high school transcript
- Official college readiness test scores (if needed).
- Freshmen and Sophomores submit an additional application.

For more information about the Career and College Promise Program, ask your school counselor or the Forsyth Tech High School Advisor assigned to your school. You can also visit the Career and College Promise website: [forsythtech.edu/ccp](http://forsythtech.edu/ccp)

### Online Courses

Students who meet the WS/FCS guidelines for enrolling in online courses may be eligible for NCVPS. Principal and district approval is also required.

These courses are available to 9th - 12th grade students. The courses are semester or year-long. NCVPS offers more than 100 courses in English, Math, Science, Social Studies, World Languages, Health, Art and Music in AP and honors versions for 9th - 12th grade students. A full course list can be found at [www.ncvps.org/index.php/catalogue/](http://www.ncvps.org/index.php/catalogue/) or the school district's NCVPS website at <http://wsfcs.k12.nc.us/Domain/21>.

The guidelines for enrolling in NCVPS courses and the eLearning Permission form also can be found on the school district's NCVPS website. Ask your school counselor for more information.

### The ACT

All juniors will take the ACT. The test assesses high school students' general educational development and their ability to complete college-level work. North Carolina is requiring the test to measure whether schools are preparing students for colleges and careers after school. Sophomores will take the Pre-ACT test, which prepares students to take the ACT.

- The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
- The Writing Test, which is optional, measures skills in planning and writing a short essay.

Many colleges also use the ACT as an admissions test. Check with the college to see if it requires the ACT or SAT.

For more information, go online to [www.act.org](http://www.act.org).

### Other Opportunities

Other colleges and universities may offer correspondence, summer or special courses that can give you both college and high school credit. You must have approval in advance for any such course to receive high school credit in addition to the credit offered by the institution. Please see your School Counselor for prior approval forms before registering for these opportunities.

### The SAT

Students take the SAT for college admissions purposes. The test is focused on what students learn in high school and what is necessary for success in college. Included in the test battery is a reading section, writing and language section, a math section, and an optional essay section.

The SAT assesses student reasoning based on knowledge and skills developed by the student in school coursework. The SAT improves the alignment of the test with current curriculum and institutional practices in high school and college.

By including a third optional measure of skills – essay writing – the SAT helps colleges make better admissions and placement decisions. In that way, the SAT reinforces the importance of writing throughout a student's education.

While most colleges and universities look at scores in critical reading and mathematics, they differ in how they look at writing scores. Please ask the college's admissions officers for information.

#### What is included in the SAT?

**Reading** – includes multiple-choice questions about literary and informational text passages.

**Writing and Language** – includes reading passages, finding weaknesses and mistakes, and fixing them.

**Math** – content was expanded to include topics from third-year college preparatory math (Algebra II, Integrated Math III or Math III); quantitative comparisons were eliminated.

The SAT lasts 3 hours (plus 50 minutes for the optional essay). Test scores for each section are within a range of 200-800.

Students can register online for the SAT at [www.collegeboard.com](http://www.collegeboard.com) or pick up registration forms in your school's counseling office.

## Arts Education Sequencing

Arts student with complete K-8 progression in an arts discipline		Intermediate*	Proficient*	Advanced
Arts student without complete K-8 progression in an arts discipline	Beginning	Intermediate*	Proficient*	Advanced

\*Students may be placed in these classes based on optional performances or assessments

Additional arts courses are available through the arts magnet program at Reynolds High School. Please call 703-4145 for more information or visit: [wsfcs.k12.nc.us/Page/106555](http://wsfcs.k12.nc.us/Page/106555).

## Courses Offered

### Visual Art

#### Beginning Visual Art

Study art history, art criticism, and aesthetics through studio exploration of two- and three-dimensional fine art, craft media and techniques.

#### Intermediate Visual Art

Expand study of art history, art criticism and aesthetics through studio exploration of fine art and craft media and techniques. Prerequisite: Beginning Visual Art, complete K-8 visual arts progression of coursework, or passing score on Beginning Advancement Assessment.

#### Proficient Visual Art

Specialized study of materials, techniques, historical and critical concepts in one area each quarter. The honors course requires in-depth research and portfolio assessment. Prerequisites: Intermediate Visual Art, or Beginning Visual Art/complete K-8 visual arts progression of coursework and passing score on the Intermediate Advancement Assessment.

#### Advanced Visual Art

Study of materials, techniques, art history, and criticism in one area each quarter. Requires in-depth research and portfolio assessment. Prerequisite: Proficient Visual Art.

#### Sculpture I Reynolds

This Intermediate level course focuses on 3-dimensional design concepts using the Elements of Art and Principles of Design. Students will explore various sculpture materials and methods 1st semester and will concentrate on clay sculpture during the 2nd semester. Each project consists of learning appropriate vocabulary and historical context, planning, sculpting, and assessing work.

#### Art for Engineers Atkins

Students will receive an intensive study of 3D design fundamentals and creative problem solving to develop skills needed in engineering, visualization, technology and visual art. Emphasis will be on 3D art making, using a wide range of media and materials. Prerequisites: Beginning Visual Art, complete K-8 visual arts progression of coursework, or passing score on the Beginning Advancement Assessment.

#### Art History Reynolds

Overview of art history from Prehistoric Art to Post-Modernism. Students will learn the role art can play in revealing the cultures and attitudes of past and present societies.

#### Digital Photography I Reynolds

Intermediate level studio art course in which students will be exposed to digital photography and Photoshop. Composition, value, color theory and other concepts will be covered in this course.

#### Digital Photography II Reynolds

Proficient level studio art course. This course is a continuation of photography concepts learned in Photo 1 with an emphasis on developing personal style.

#### Drawing I Reynolds

Studio Art course that concentrates on the development of different drawing techniques. Drawing is explored through life drawings and as a means of expression. Completion of a sketchbook is required.

#### Digital Drawing & Illustration Career Center

This course is designed for those students who want to draw, design, and create on a digital platform. Students who may be creative but not confident at drawing will experience the benefit of computer-assisted technology in the creative process. Students will be expected to design, implement and analyze projects throughout the course.

#### Digital Design (Digital Art and Graphics) Reynolds

Studio Art course centered around the use of the computer as a graphic design and fine art making tool. Students will be exposed to programs such as Photoshop and Illustrator.

#### Painting I Reynolds

Studio Art course that emphasizes an introduction to painting by exposing students to water-based painting media including acrylic, watercolor, gouache and tempera. Painting 1 will include class critiques.

#### Painting II Reynolds

Studio Art course that emphasizes the use of oil painting techniques as well as digital painting. Students will explore painting from life, and abstraction in this course.

#### Seminar in the Arts Reynolds

Sample course offerings in Cultural Languages, Theatre Arts, Choral Music, Instrumentation, Creative Writing, Movement/Dance, Dramatic Interpretation, Readings in the Arts, and Careers in the Arts. Each experience is designed to lay the foundation for building literacy and 21st Century workplace skills.

#### AP Art Drawing

Develop skills in drawing. Activities are in four major areas of perceptual, expressive, formal, and conceptual techniques. Portfolio development will prepare you for college or art school. Prerequisites: Intermediate Visual Art, or Beginning Visual Art/complete K-8 visual arts progression of coursework and passing score on the Intermediate Advancement Assessment.

#### AP Art History Career Center, Reynolds

Learn to examine works of art. Study art from other times and cultures in this intense, academic, non-studio course.

#### AP Art Portfolio 2-Dimensional Career Center, Reynolds, Mount Tabor (2 periods)

Apply research to produce two-dimensional art using media and techniques including painting, surface design, printmaking, weaving, collage, papermaking, batik, digital imaging and photography. Portfolio development will prepare you for college or art school. Prerequisites: Intermediate Visual Art, or Beginning Visual Art/complete K-8 visual arts progression

of coursework and passing score on the Intermediate Advancement Assessment.

#### AP Art Portfolio 3-Dimensional Career Center, Reynolds, Mount Tabor (2 periods)

Apply research to produce three-dimensional art using media and techniques including sculpture, architectural models, apparel, ceramics, assemblage, cast forms, fiber arts and metalwork. Portfolio development will prepare you for college or art school. Prerequisites: Intermediate Visual Art, or Beginning Visual Art/complete K-8 visual arts progression of coursework and passing score on the Intermediate Advancement Assessment.

#### IB Art I

Research and integrate visual art in various forms. This course provides students with opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. Promotes visual and contextual knowledge of art from various cultures. Junior- or senior-year course. Students are eligible for the IB SL Visual Art Assessment upon completion.

#### IB Art II

Continue to study various artworks through experimentation and purposeful creative work in various expressive media. Senior-year course. Students are eligible for the IB SL or HL Visual Art assessment upon completion. Prerequisite: IB Art I.

## Dance

#### Beginning Dance

Examine dance as a form of communication and develop a strong technique base in contemporary and classical styles to improve strength, flexibility, and endurance. Explore basic concepts of choreography and performance within small group works and concert work. Students will examine implications of world history on master works of dance and identify optimal health and nutritional strategies.

#### Intermediate Dance

Develop advanced technique, create dance choreography and study dance history. Expand your knowledge of dance forms, improve performance capability and improve technique through a dynamic study of anatomy. Requires sophisticated performance technique, proficiency in creating individual works, small group dances, and analysis of choreographic forms. Prerequisite: Beginning Dance or a K-8 progression in Dance.

#### Proficient Dance

Develop a high level of technical, performing and choreographic proficiency. Study how dance helped shape U.S. history and express the many cultures that make up America. Requires creation of an interdisciplinary project that includes musical analysis, production elements, self evaluations, and analysis of choreographer's intent versus audience interpretation. Prerequisite: Intermediate Dance or audition.

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## Advanced Dance

Achieve technique, create choreography, and analyze works of significant American 20th- and 21st-Century choreographers. Requires creation of a choreographic project that explores personal or socially significant issues and includes integration of performance values, production elements, self evolutions and analysis of professional roles for dancers within a dance company. Develop a personal aesthetic for creation of dance works. Prerequisite: Proficient Dance or audition.

For more information about the Dance and PE/Life Skills pathway, see the Pathways for PE/Life Skills Requirement section.

## IB Dance

The diploma programme dance course is designed to offer students the opportunity to build on prior experience in dance while encouraging a broad approach to the subject. Supports the principles of the mission statement to foster student appreciation of diverse world cultures and traditions. For more information about the Dance and PE/Life Skills pathway, see page 19.

## Ballet *Reynolds*

Develop classical technique, vocabulary and correct alignment within a structured ballet setting, including barre, center work and across the floor combinations. Expand knowledge of ballet history, dance discipline, performance and knowledge of the dancing body. Prerequisite: None.

## Beginning Jazz *Reynolds*

Students will explore the stylized forms of jazz dance from Broadway to hip hop, dance technique, history and composition. Students will work to develop strength, flexibility, proper alignment, isolations and musicality in this fast paced course. Prerequisite: Beginning Dance or audition.

## Tap *Reynolds*

Examine various styles of tap dancing with a focus on musicality, rhythm, and technique. Explore basic concepts, terminology, history and technical skills of tap dance. This course is designed to offer students the opportunity to build on experience in dance while encouraging a broad approach to the subject. Prerequisite: None.

## Music

Note: Students who demonstrate exceptional ability may be placed in higher level music courses with teacher recommendation. Note: You may earn honors credit for up to four courses in each music area.

### Beginning, Intermediate, Proficient and Advanced Guitar *Reynolds*

Students learn foundations of classical technique and reading music for the nylon guitar. Students learn music for both solo and ensemble performance.

### Beginning, Intermediate, Proficient and Advanced Piano *Reynolds*

Piano classes that progressively expand students' abilities to play and read music. Students will perform in the Piano Showcase. Prerequisite: Previous level Piano.

## Band

### Beginning Band

Learn principles of tone production. Hone technical skills and musicianship as appropriate for grade level. Gain performance experience. Students will be expected to attend evening

concerts. Prerequisite: none.

### Intermediate Band

Develop principles of tone production. Improve technical skills, musicianship and musical understanding appropriate to grade level. Students will be expected to attend evening concerts. Prerequisite: Beginning Band; 6-8 progression in band; or audition.

### Proficient Band

Improve tone production, music reading skills, interpretive ability and technical skills appropriate to grade level. Requires grade IV/V music, solos, improvisation, sight reading, reading full-instrument scores. Students will be expected to attend evening concerts. Prerequisite: Intermediate Band or audition.

### Advanced Band

Improve tone production, music reading skills, interpretive ability and technical skills appropriate to grade level. Requires grade V/VI music, solos, improvisation, sight reading, conducting full instrument scores and performance evaluation. Students will be expected to attend evening concerts. Prerequisite: Proficient Band or audition.

*\*Marching Band is an after-school class.*

### Beginning Marching Band

Marching band requires personal interaction, teamwork and leadership skills. Marching band also requires intense physical activity, including calisthenics, exercise, strength and endurance. Marching-band students are actively involved in the community through participation in community events, festivals and parades. Students must be enrolled in school-day band classes or have the band director's recommendation. May be taken for credit or no credit.

### Intermediate Marching Band

Marching band requires personal interaction, teamwork and leadership skills. Marching band also requires intense physical activity, including calisthenics, stretching, exercise, strength and endurance. Marching-band students are actively involved in the community through participation in community events, festivals and parades. Students must be enrolled in school-day band classes or have the band director's recommendation. Prerequisite: Beginning Marching Band or audition.

### Proficient Marching Band

Marching band requires personal interaction, teamwork and leadership skills. Marching band also requires intense physical activity, including calisthenics, stretching, exercise, strength and endurance. Marching-band students are actively involved in the community through participation in community events, festivals and parades. Students must be enrolled in school-day band classes or have the band director's recommendation. Prerequisite: Intermediate Marching Band or audition.

## Music Requirements

For classroom study and home practice, each strings, orchestra and band student must own or rent an instrument and the appropriate materials and accessories.  
Some high schools offer special choral or instrumental ensemble groups that are open by audition only. For more information, contact your music teacher or counselor.

## Advanced Marching Band

Marching band requires personal interaction, teamwork and leadership skills. Marching band also requires intense physical activity, including calisthenics, stretching, exercise, strength and endurance. Marching-band students are actively involved in the community through participation in community events, festivals and parades. Students must be enrolled in school-day band classes or have the band director's recommendation. Prerequisite: Proficient Marching Band or audition.

## Beginning Jazz Ensemble

Students study advanced instrumental techniques in a small ensemble setting covering jazz, swing, rock, Latin and other styles of music. The class has several more performance requirements than other band classes, including festival and contest performances. Students may take this as a secondary band class. Prerequisite: Prior participation in band and/or audition.

## Intermediate, Proficient and Advanced Jazz Ensemble

Study advanced instrumental techniques in a small ensemble setting covering jazz, swing, rock, Latin and other styles. Requires several more performances than other band classes. Students may take this as a secondary band class or have the band director's recommendation. Prerequisite: Prior Jazz Band course or audition.

## Chorus

### Beginning Chorus

Learn principles of vocal tone production and musicianship. Perform music appropriate to grade level. Students will be expected to attend evening concerts. Prerequisite: none.

### Intermediate Chorus

Develop principles of vocal tone production, musicianship and musical understanding. Perform music appropriate to grade level. Students will be expected to attend evening concerts. Prerequisite: Beginning Chorus or a K-8 progression.

### Proficient Chorus

Develop principles of vocal tone production, music reading and interpretation. Perform music appropriate to grade level. Honors requires Grade IV/V music, improvisation, variations, accompaniments, full vocal score reading and nonstandard notation interpretation. Evening concerts expected. Prerequisite: Intermediate Chorus or audition.

### Advanced Chorus

Develop vocal tone production principles, music reading skills and interpretation. Perform music appropriate to grade level. Honors requires Grade V/VI music, ensemble performance, nonstandard notation interpretation, improvisation, sight reading and performance evaluation. Students will be expected to attend evening concerts. Prerequisite: Proficient Chorus or audition.

### Beginning, Intermediate, Proficient and Advanced Concert Choir

These are year-long, upper-level performance opportunities offered to experienced music students who are accomplished in vocal performance. Students will continue to develop vocal technique and musicianship as well as develop critical thinking skills through the analysis of musical elements, including form and text. The Concert Choir will have several more performance requirements than other chorus classes, including festival and contest performance. Students may take this only as a secondary Chorus class or have the Chorus director's recommendation.

Prerequisite: Previous level Concert Choir or audition.

## Musical Theatre/Light Opera Repertoire I

*Reynolds*

Course gives students individual and ensemble work in acting, singing, and dancing. Introduction to the standard repertoire of genre for vocalists, developing at least two standards appropriate for voice/characters, useful for auditions, history of musical theatre and opera, and audition techniques. Participation in oratorio and musical theatre performances with attendance at after school rehearsals and performances is required. Prerequisite: Audition.

## Orchestra

### Beginning Orchestra

Learn care of your instrument and equipment, principles of string tone production, and musical understanding. Perform music appropriate to grade level. Students will be expected to attend evening concerts. Prerequisite: none.

### Intermediate Orchestra

Develop principles of string tone production, musicianship and musical understanding. Perform music appropriate to grade level. Students will be expected to attend evening concerts. Prerequisite: Beginning Orchestra, 6-8 progression in Orchestra, or audition.

### Proficient Orchestra

Develop principles of string tone production, music reading skills and interpretation. Perform music appropriate to grade level. Honors requires Grade IV/V music, solos, improvisation, sight reading, and reading a full instrumental score. Students will be expected to attend evening concerts. Prerequisite: Intermediate Orchestra or audition.

### Advanced Orchestra

Develop principles of string tone production, skills in music reading, and interpretation. Perform music appropriate to grade level. Honors requires Grade V/VI music, solos, improvisation, sight reading, performance evaluation and conducting a full score. Students will be expected to attend evening concerts. Prerequisite: Proficient Orchestra or audition.

## Music Production

### Musical Production I *Career Center*

Explore, understand, manipulate and create music and sound through the use of technology and learn how to implement the use of music technology in today's competitive markets. Discover the fundamentals of sound and music theory and understand their relationship. Students will work in groups in the recording studio to create projects throughout the year. Prerequisite: Must be able to play a musical instrument. Ability to read music is helpful. \$30 fee to cover use of equipment.

### Proficient Music Production II *Career Center*

Build upon what was learned in Music Production I with advanced projects and assignments. Learn entrepreneurial skills for today's market and explore cutting-edge technology through field trips and professional productions. Prerequisite: Music Production I. \$30 fee to cover use of equipment.

## Music Theory and History

### Musical History *Career Center*

Music history is a survey of music, starting with

early civilization and continuing through the 20th Century, including western music traditions and contributions of American composers and music styles. Students must be able to read music. Some background in music theory is recommended.

### AP Music Theory *Career Center*

Learn music fundamentals, ear training, simple composition and principles of harmony and musical analysis. Prerequisite: Ability to read music well in at least one clef.

### IB Music

Course emphasis on musical forms and structure, with a concentration on performance, composition and analysis. Two-year course offered for juniors and seniors. Prior knowledge of music theory and performance is recommended. Students may sit for the IB SL or HL Music assessment upon completion.

## Theatre Arts

### Introduction to Film and Video *Reynolds*

Study of photography, film and video history will introduce students to the field. Studio and location use of digital cameras, techniques for computer production of photographs, slide shows and transformation of slide shows into video will be explored. Students must purchase ink jet photographic paper. Prerequisite: Seminar in the Arts and approval of instructor.

### Beginning Theatre Arts

Investigate and develop confidence and competence in speech, movement, acting techniques and technical theatre.

### Intermediate Theatre Arts

Practice and refine the skills and techniques developed in Beginning Theatre Arts. Prerequisite: Beginning Theatre Arts, K-8 progression, or audition.

### Proficient Theatre Arts

Study playwriting, acting, period and style. Assist with major productions. Study acting and directing techniques. Honors credit requires an acting project. Prerequisite: Intermediate Theatre Arts or audition.

### Advanced Theatre Arts

Gain more experience in acting and directing plays for classroom and public production. The Honors course requires a research project on theatre history and a directing project. Prerequisite: Proficient Theatre Arts.

### Intermediate Technical Theatre

Designed to acquaint the student with the elements and technology of stagecraft. Topics include scenery construction, scenic painting, rigging, props, lighting, sound, scene shop safety, and the collaborative process. Weekly after-school crew participation is required. Prerequisite: Beginning Theatre Arts and interview with instructor.

### Proficient Technical Theatre

Designed to advance student knowledge in all aspects of technical theatre through the study of the design elements and the technology of stagecraft. Topics include the element of design for set construction, lighting and sound. Leadership positions of stage manager, crew chief and technical director will be introduced to the student. Weekly after-school crew participation is required. Prerequisite: Intermediate Technical Theatre.

### Advanced Technical Theatre

Designed to allow students to take leadership

roles in all aspects of technical theatre through the further study of design elements and technology of stagecraft. Topics include the design and implementation of designs by students and other designers. Students are required to produce a portfolio for college admission interviews. Weekly after-school crew participation is required. Prerequisite: Proficient Technical Theatre (Honors).

### IB Theatre Arts I

Create, perform and analyze dramatic performances and works. Develop a deeper understanding of social and personal issues and a broader world view. Make connections between what you learn in theatre arts and other subjects. Junior- or senior-year course. Students may sit for the IB SL Theatre Arts assessment upon completion.

### IB Theatre Arts II

Continue to study theatre arts with a global perspective. Senior-year course. Students may sit for the IB SL or HL assessment upon completion. Prerequisite: IB Theatre Arts I.

## English

### Essentials of High School English I

Develop and apply close reading skills while learning how to analyze a variety of complex texts. Master word attack strategies. Students will practice and refine literacy skills to prepare them for the rigor and knowledge demands of English I. This course is intended for students scoring an achievement Level I or Level II on the North Carolina End of Grade 8th grade Reading exam. This bridge course does not count as an English credit for the Future Ready Core Course of Study.

### English I (Standard or Honors)

Explore how audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on personal expression, students also engage in meaningful communication for expository, argumentative, and literary purposes.

### Pre-AP English I

Pre-AP English I encourages a focus on equipping students with the skills to engage directly with a variety of literary and nonfiction texts. Pre-AP English is designed to include culturally diverse texts that engage and challenge students with their range of complexity and use of compelling language. Priority is given to rich texts that invite close reading, analysis, and engaging text-based discussion.

### IB MYP English I

The curriculum presents significant acceleration, including readings from college level literature and criticism. Internationalism and multiculturalism are featured in many selections. Students study Latin and Greek roots of words. The course addresses the required state curriculum and the IB MYP through global contexts, interdisciplinary units, student collaboration and Socratic Seminars.

### Essentials of High School English II

Students will extend knowledge of close reading skills while practicing analysis of complex texts in preparation for English II and the English II EOC.

### English II (Standard or Honors)

Analyze world literature through oral communication, written communication, and media and technology. Students engage in meaningful communication for expressive, expository, argumentative, and literary purposes. Prerequisite: English I.

## Pre-AP English II

Pre-AP English 2 builds on the foundations of Pre-AP English 1 by requiring students to apply the practices of close observation, critical analysis, and the appreciation of author's craft to a new array of nonfiction and literary texts. Students become aware of how writers manipulate language to serve their purposes. Students compose more nuanced analytical essays while never losing sight of craft and cohesion.

## IB MYP English II

The curriculum presents significant acceleration, including readings from college level literature and criticism and visits with college students and professors. Readings feature international classics from European, African, Asian and South American authors. IB Diploma Interactive Oral presentations are introduced. The course addresses the required state curriculum and the IB MYP through global contexts, interdisciplinary units, student collaboration and Socratic Seminars. Prerequisite: English I.

## English III (Standard or Honors)

Analyze American literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. Emphasis on critical analysis of texts through reading, writing, speaking, listening, and using media. Prerequisite: English II.

## English IV (Standard or Honors)

Integrate language arts skills gained throughout education, equipping students to be life-long learners. Explore expressive, expository, argumentative, and literary contexts with a focus on British literature. Emphasis on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. Prerequisite: English III.

## Shakespeare 101, Shakespeare 102

Explore in-depth a collection of Shakespearean plays and sonnets to increase knowledge and appreciation of his works. Multiple tools and approaches will be used to reach these goals. No prerequisites; courses are independent of one another, so students may take either or both.

## Social Injustice: The Holocaust and Modern-Day Genocide

Course Description: In this honors level elective, students will examine issues of human rights in the twentieth century as they happened in the Holocaust, and in other instances of genocide throughout the world. Students will explore the effects of these events through a close study of literature, informational texts, survivor accounts, film, writing, research and debate.

## Speech and Debate I

Learn the basic techniques of public speaking, including poise, use of body and voice, and oral interpretation. Study the elements of debate, including beginning argumentation, interpreting resolutions, and evaluating arguments.

## Speech and Debate II

Continue the study of public speaking and elements of debate. Prerequisite: Speech and Debate I.

## Introduction to Composition

Write from life experiences, learning how to develop and express ideas in a variety of styles and practicing grammatical form and structure.

## Intermediate Composition

Develop a variety of short compositions to improve writing style and usage with emphasis on

## English Flow Chart

Grade 9	Grade 10	Grade 11	Grade 12
English I (Reg)	English II (Reg)	English III (Reg)	English IV (Reg)
English 1 MYP	English 2 MYP	IB English 3	IB English 4
English I (HN)	English II (HN)	English III (HN)	English IV (HN)
Pre-AP English I	Pre-AP English II	AP English Language and Composition	AP English Literature and Composition

Flow charts contain selected course sequences

more complex written assignments.

## SAT/ACT Preparation

Study word parts and vocabulary. Review grammar, usage and mechanics rules and applications. Prepare students to write a 25-minute timed essay from all genres of writing. Learn and enhance reading comprehension strategies for use in SAT and ACT preparation.

## Introduction to Journalism

In this honors level elective, students will be introduced to the fundamentals of journalism, including writing for publication, photography, layout and design, and advertising. History and principles of journalism will be researched and studied, along with the newest forms of the genre.

## Newspaper

Learn the task of newspaper production while continuing to develop and refine your writing skills as a member of the newspaper team. Prerequisite: Introduction to Journalism.

## Yearbook Publications

Learn the art and business of publishing the school's yearbook, building individual responsibility and teamwork. Prerequisite: Introduction to Journalism.

## Ethnic American Literature

Explore the connections among ethnic identity, literature, and culture in the United States. Content will focus on divergent racial and ethnic histories to examine the combinations of identification and alienation that make up an "ethnic" identity.

## Studies in North Carolina Literature

Explore the writings of North Carolina authors to enrich understanding of literature, history, and current events through the study of relevant material.

## AP English - Literature and Composition

Learn to read and critically analyze literature by considering a work's structure, style and themes; intensively study representative works from various genres and periods, concentrating on works of recognized literary merit; and reflect on the social and historical value of the works. Lengthy reading assignments and summer reading required. Recommended senior year course.

## AP English - Language and Composition

Read complex texts with understanding, including primary and secondary sources; synthesize material from these texts in compositions and cite them appropriately; and write prose with sufficient richness and complexity to communicate effectively with mature readers. Emphasis on analytical, argumentative, and expository essays. Lengthy reading assignments, summer reading and a formal research paper required. Recommended junior year course.

## IB English III

Develop a personal appreciation of literature and understanding of techniques involved in literary criticism. Students improve their power of expression in written and verbal communication and practice and develop skills used in writing and speaking in a variety of styles and situations. Junior year course; first year of the two-year IB Language A1 course. Prerequisite: Honors English or Seminar II.

## IB English IV

Study, comprehend and analyze literature of varying length and complexity, foster an understanding and appreciation of the writer's craft in literature, and gain an international perspective through the comparative study of works from the student's own culture and other cultures. Senior-year course. Upon completion, students will sit for the IB HL Language A1 assessment. Prerequisite: IB English III.

## English as a Second Language (ESL)

ESL courses and services are offered to English Learners (EL) at Atkins, Carver, East Forsyth, Glenn, Mount Tabor, North Forsyth, Parkland, Reynolds, Walker- town, West Forsyth, Kennedy, Winston-Salem Preparatory and Reagan

### ESL I

For students scoring reading level 1 on the WIDA Screener/ACCESS assessment. Focus is on the WIDA English language proficiency standards with emphasis on social and instructional language. Students will begin to acquire the language necessary to be successful in core content classes. Students will focus on developing reading, writing, listening and speaking skills.

### ESL II

For students scoring a reading level 2 on the WIDA Screener/ACCESS assessment. Focus is on the WIDA English language proficiency standards with an emphasis on the language of social studies, science, English language arts and math. Students will learn basic grammatical structures and more complex vocabulary in the context of academic reading, writing and speaking academic English.

### ESL III

For students scoring a reading level 3 on the WIDA Screener/ACCESS assessment. Focus is on the WIDA English language proficiency standards with an emphasis on the language of social studies, science, English language arts and math. Students will deepen their comprehension skills through reading, writing and discussing literature and informational texts. Students will continue to develop learning strategies to increase success in other academic classes.

### ESL IV

For students scoring a reading level 4 and above

on the WIDA Screener/ACCESS assessment. This class will place a greater emphasis on developing writing ability. Focus is on the WIDA English language proficiency standards with an emphasis on the language of social studies, science, English language arts and math. Students will approach full English proficiency in the use of academic language and further develop comprehension and fluency comparable to that of native English speakers.

## Sheltered Courses for EL students

Sheltered courses follow the SIOP protocol and are designed for EL students. The courses follow the same content area curriculum with an added emphasis on using supplementary resources and various teaching strategies to support English language development. The availability of SIOP subject-area classes depends on the number of EL students at a particular site and the organization of a school. For additional support and information, please call the Title III office at 727-8029.

**Sheltered Essentials of HS English Sheltered English 1**  
**Sheltered Foundations of Math I**  
**Sheltered Math I (EOC)**  
**Sheltered Biology (EOC)**  
**Sheltered Earth / Environmental**  
**Sheltered World History**  
**Sheltered Civics and Economics**

## World Languages

World (foreign) languages are defined as one of three types: Modern, Classical, and Heritage. WS/FCS offers courses in all three categories. The N.C. World Language Essential Standards provide the basis for the curriculum for all courses. The standards are based on the American Council on the Teaching of Foreign Language (ACTFL) Proficiency scale and the three modes of communication: interpersonal, interpretive and presentational. Cultural concepts are integrated throughout all courses. The standards define exit proficiency expectations for each course level.

**Modern Languages:** American Sign Language, Chinese, French, German, Japanese, Spanish

**Classical Language:** Latin

**Heritage Language:** Spanish Heritage

### American Sign Language I, II, III, IV

American Sign Language (ASL) is a visual language in the Modern Languages Category. In ASL 1 students begin to develop Receptive and Expressive skills through the three modes of communication: interpersonal, interpretive, and presentational. In Levels II and III, students continue to develop and refine these skills, in order to hold longer conversations and use more detail in their communication. In ASL IV, students are expected to initiate and maintain conversations on a variety of topics, and understand the main idea and details in the communication of others. Students are expected to gain Novice Mid proficiency on the ACTFL language proficiency scale in most skill areas in ASL 1, Novice High proficiency in ASL II, and Intermediate Low/Mid proficiency in ASL III and IV. ASL meets foreign language requirements for UNC admissions. ASL II prerequisite: ASL I; ASL III prerequisite: ASL II; ASL IV prerequisite: ASL III.

**Modern Language Level I** (Chinese, French, German, Japanese, Spanish)  
 Level I students begin to understand, speak, read and write in the target language. They develop skills in the three modes of communication:

interpersonal, interpretive, and presentational. Culture is integrated naturally throughout the curriculum. Students apply knowledge of vocabulary and grammar to create with language and engage in meaningful communication. Students are expected to gain Novice Mid proficiency on the ACTFL language proficiency scale. (*Japanese & Chinese offered at Career Center.*)

**Modern Language Level II** (Chinese, French, German, Japanese, Spanish)  
 Students continue to develop listening, reading, writing, and speaking skills. They interact using the three modes of communication: interpersonal, interpretive, and presentational. Students gain deeper cultural understanding as a part of their language study. Students expand their knowledge of vocabulary and grammar in order to communicate for meaningful purposes. Students are expected to gain Novice High proficiency on the ACTFL language proficiency scale. Prerequisite: Level I, earned at middle or high school. (*Japanese & Chinese offered at Career Center.*)

**Modern Language Level III** (Chinese, French, German, Japanese, Spanish)  
 Students expand language skills and improve in the modes of communication: interpersonal, interpretive, and presentational. Their skills and vocabulary expand and they are able to create with language for meaningful purposes. Students expand their cultural knowledge and read selections from target language literature. Students are expected to gain Intermediate Low proficiency on the ACTFL language proficiency scale. All Level III language courses are Honors level courses. Prerequisite: Level II. (*German offered at Career Center and home schools.*)

**Modern Language Level IV** (Chinese, French, German, Japanese, Spanish)  
 Students expand and refine their skills in the three modes of communication: interpersonal, interpretive, and presentational. They explore literature and global issues in the target language, further deepening their understanding of cultural practices, products, and perspectives. Students gain language skills that can be used for practical purposes in a work setting. Students are expected to gain Intermediate Mid proficiency on the ACTFL language proficiency scale. All Level IV language courses are Honors level courses. Prerequisite: Level III; SNS II. (*German offered at Career Center and home schools.*)

**Modern Language Level V** (Chinese, French, German, Japanese, Spanish)  
 Students further expand their interpersonal, interpretive, and presentational language skills. They use the language to communicate about culture, history, literature and global issues. Students express themselves in the target language and develop skills that can be used for practical purposes in a work setting. Students are expected to gain Intermediate High proficiency on the ACTFL language proficiency scale. All Level V language courses are Honors level courses. Prerequisite: Level IV; SNS II. (*German offered at Career Center and home schools.*)

**AP Chinese, French, German, Japanese and Spanish Language and Culture Career Center; and some home schools**  
 Students expand and refine their interpersonal, interpretive, and presentational language skills. They use the language to discuss, read and write about literature, history, culture and global issues. Students continue to develop language skills that can be used in a work setting. Students are expected to gain Intermediate High proficiency

on the ACTFL language proficiency scale. Prerequisite: Level III or SNS II.

### AP Spanish Literature Career Center

Students refine and use their language skills to read, discuss and analyze authentic texts, including plays, poetry and short stories. Students study works from Spanish and Latin American authors of the 15th-21st centuries. Students are expected to gain Advanced Low proficiency on the ACTFL language proficiency scale. Prerequisite: AP Spanish Language.

**IB MYP Level II (French, German, Spanish, Latin)**  
 Understand the nature of language and the process of language learning, which comprise the integration of linguistic, cultural and social components. Enhance listening, speaking, reading and writing skills. Further intercultural awareness and reflect upon cultural perspectives. The course addresses the required state curriculum and the IB MYP. Prerequisite: Level I of language.

**IB MYP Level III (French, German, Spanish, Latin)**  
 Expand knowledge, conceptual understanding and skills in language developed through trans-disciplinary units of inquiry. Listening, speaking, reading, writing, viewing and presenting are developed through a range of learning tools and provide a global perspective. Continue developing an understanding of the perspectives of cultures. The course addresses the required state curriculum and the IB MYP through global contexts, interdisciplinary units, student collaboration and Socratic Seminars. Prerequisite: IB MYP Level II of language.

**IB SL Level IV (French, German, Spanish, Latin)**  
 Students further expand their interpersonal, interpretive and presentational skills. Students use the target language to communicate about current trends, including social relationships, global issues and other topics. IB Level IV is a junior year course and the first year of the IB Language B course. Prerequisite: Level III, SNS II for IB Spanish.

**IB SL Level V (French, German, Spanish, Latin)**  
 Students refine and expand their interpersonal, interpretive and presentational skills. They are able to express themselves and communicate effectively about current trends, including media communications, global issues and other topics. Students continue to develop language skills that can be used in a work setting. IB Level V is a senior year course and students will take the IB Language B assessment. Prerequisite: IB Level IV.

### Spanish Heritage I

Native/heritage speakers develop, maintain and enhance their proficiency in listening, speaking, reading and writing skills in Spanish. Through study of literature, students improve formal speaking and writing skills, along with understanding various cultures of Spanish speaking countries. Students gain language arts skills that can be transferred to use in other academic areas. The course meets foreign language requirement for UNC admissions.

### Spanish Heritage II

Native/heritage speakers continue to enhance their speaking, reading and writing skills in Spanish. Students improve language skills to use for a variety of contexts and audiences. Through study of literature and cultures, students refine speaking and writing skills and improve literacy skills that transfer to other academic areas. The course meets the foreign language requirement for UNC admissions. SNS Level II is an Honors

## World Language Flow Chart

Grade 9	Grade 10	Grade 11	Grade 12
		French I	French II
	French I	French II	French III
French I	French II	French III	French IV or AP
French II	French III	French IV	French V or AP
		German I	German II
	German I	German II	German III
German I	German II	German III	German IV or AP
German II	German III	German IV	German V or AP
		Japanese/Chinese I	Japanese/Chinese II
	Japanese/Chinese I	Japanese/Chinese II	Japanese/Chinese III
Japanese/Chinese I	Japanese/Chinese II	Japanese/Chinese III	Japanese/Chinese IV or AP
	Latin I	Latin II	Latin III
Latin I	Latin II	Latin III	Latin IV or AP
Latin II	Latin III	Latin IV	Latin V or AP
		Spanish I	Spanish II
	Spanish I	Spanish II	Spanish III
Spanish I	Spanish II	Spanish III	Spanish IV
Spanish II	Spanish III	AP Span Lang	AP Span Lit
Spanish Heritage I	Spanish Heritage II	Spanish IV	AP Span Lang
Spanish Heritage II	Spanish IV	AP Span Lang	AP Span Lit
		Spanish IV	Spanish V or AP

level course. Students can take Spanish IV or AP after SNS II. Prerequisite: SNS I, earned at middle or high school.

### Latin I

Students develop an understanding of Latin grammar and classical culture with an overview of everyday customs, traditions, art and history of Roman times. Emphasis is placed on interpretive and presentational communication. Students gain a strong vocabulary base of Latin words and word parts which transfer to use in English and other academic disciplines. Students are expected to gain Novice Mid/High proficiency on the ACTFL language proficiency scale.

### Latin II

Students expand their understanding of the language and Roman culture. Interpretive and presentational communication skills continue to be emphasized. Students use adapted and authentic texts to improve their skills and knowledge. Integration of other disciplines, with special emphasis on English Language Arts, is

ongoing throughout the course. Students are expected to gain Novice High/Intermediate Low proficiency on the ACTFL language proficiency scale. Prerequisite: Latin I, earned at middle or high school.

### Latin III

Students expand their language skills and cultural knowledge. They gain further understanding in how Latin language and culture remains influential in current society. Students read authentic texts from authors such as Cicero and Ovid. Students continue to gain skills that transfer to use in English, social studies, and other disciplines. Students are expected to gain Intermediate Low/Mid proficiency on the ACTFL language proficiency scale. All Level III language courses are Honors level courses. Prerequisite: Latin II.

### Latin IV

Students continue to expand their language skills and cultural knowledge through the works of Roman authors. They study authentic

texts and learn more about the history of the Roman empire. Students are expected to gain Intermediate Mid/High proficiency on the ACTFL language proficiency scale. All Level IV language courses are Honors level courses. Prerequisite: Latin III.

### Latin V

Students refine their language skills and read complex, authentic texts. They study works from authors such as Catullus and Ovid. Emphasis is placed on figures of speech, analysis and essay writing. Students are expected to gain Intermediate High/Advanced Mid proficiency on the ACTFL language proficiency scale. All Level V language courses are Honors level courses. Prerequisite: Latin IV.

### AP Latin

Students improve their language skills through the study of Virgil and other Roman masters. They continue to explore Roman culture and politics and gain skills that transfer to English, social studies and other disciplines. Prerequisite: Latin III.

## Health

### Health

Learn and demonstrate skills for maintaining a healthy lifestyle through the five strands of health education: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, and alcohol, tobacco, and other drugs. Learn how to access community resources for the prevention of various health problems, as well as treatment and support. Required for graduation. (This course is combined with Physical Education to meet the NC Graduation Requirement)

### Sports Medicine I

Sports Medicine I is an introductory survey course designed to explore the field of Sports Medicine and the Allied Healthcare Profession of Athletic Training. Course objectives will cover: Organization/Administration of Athletic Training, Minor Injury Prevention and Treatment, Emergency Management, Sports Nutrition, Sports Psychology, and Environmental Emergencies. *Pre-requisites: 10th Graders: completion of Honors Biology with a grade of B or better*  
*11th / 12th Graders: completion of Health Education with a grade of B or better*  
*For Honors Credit: Students must also complete 5 observation hours after normal school hours.*

### Sports Medicine II

Sports Medicine II is a second level survey course designed to further explore the field of Sports Medicine/Athletic Training. Course objectives will cover: Injuries/Conditions related to the foot, ankle, knee, and hip, Brain Conditions and Related Trauma, Global Athletic Training, Modalities, and American Heart Association BLS/First Aid Certifications. *Pre-requisites: Grade of A or B in Sports Medicine I, no more than 5 absences in Sports Medicine I and permission of instructor*  
*For Honors Credit: Students must also complete 10 observation hours after normal school hours.*

### Sports Medicine III

Sports Medicine III is an advanced level survey course designed to further explore the field of Sports Medicine/Athletic Training. Course objectives will cover: Domains of Athletic Training, Injuries to upper areas of the body including shoulder, elbow, wrist, hand, abdomen and torso. Students will also complete an instructor guided shadowing experience.

*Pre-requisites: Grade of A or B in Sports Medicine II, no more than 5 absences in Sports Medicine I and permission of instructor.*

*For Honors Credit: Students must also complete 15 observation hours after normal school hours.*

## Mathematics

### Introductory Mathematics

A survey of preparatory topics for high school-level mathematics courses, including the foundations for algebra and geometry. Recommended for ninth-graders who score "Not Proficient" with a scale score less than 525 on the eighth-grade NC Math EOG. Does not count as a math credit for the Future-Ready Core Course of Study.

### Foundations of NC Math 1

Strengthen skills needed for success in NC Math 1. *Does not count as a math credit for the Future-Ready Core Course of Study.*

### NC Math 1

Study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. Concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Manipulatives, graphing calculators and application software used for instruction and assessment. First math course for Future Ready Core Course of Study.

### Foundations of NC Math 2

Strengthen skills needed for successful completion of NC Math 2. *Does not count as a math credit for the Future-Ready Core Course of Study.*

### NC Math 2 (Standard or Honors)

Continues progression of standards established in NC Math 1. NC Math 2 also includes polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. Manipulatives, graphing calculators and application software used for instruction and assessment. Second math course for Future Ready Core Course of Study. Prerequisite: NC Math 1.

### IB MYP NC Math 2

Content includes polynomials, congruence and similarity of figures, trigonometry with triangle, modeling with geometry, probability, making inferences and justifying conclusions. Technology, including manipulatives, graphing calculators, and application software, are used for instruction and assessments. The course addresses the required state content standards and the IB MYP through global contexts, interdisciplinary units, student collaboration and Socratic Seminars. Prerequisite: NC Math 1.

### Foundations of NC Math 3

Strengthen skills needed for successful completion of NC Math 3. *Does not count as a math credit for the Future-Ready Core Course of Study.*

### NC Math 3 (Standard or Honors)

Continues study of standards learned in NC Math 1 and 2. NC Math 3 also includes algebraic concepts such as the complex number system, inverse functions, trigonometric functions, the unit circle, and geometric concepts of conics and circles. Manipulatives, graphing calculators and application software used for instruction and assessment. Third math course for Future Ready

Core Course of Study. Prerequisites: NC Math 1 and NC Math 2.

### IB MYP NC Math 3

Content includes algebraic concepts, such as the complex number system, inverse functions, trigonometric functions, the unit circle, and geometric concepts of conics and circles. TManipulatives, graphing calculators and application software used for instruction and assessment. The course addresses the required state curriculum as well as that of the International Baccalaureate Middle Years Programme through global contexts, interdisciplinary units, student collaboration and Socratic Seminars. Prerequisite: NC Math 2.

### NC Math 4 (Standard or Honors)

Focus on functions and statistical thinking. Continue the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. Students will be prepared for college level algebra and Statistics. Manipulatives, graphing calculators and application software used for instruction and assessment. Prerequisite: NC Math 3. Counts as a fourth math course for Future-Ready Core Course of Study.

### Discrete Mathematics for Computer Science (Standard or Honors)

Introduces discrete structures that are the backbone of computer science. Students will be prepared for college-level algebra, statistics, and discrete math. Manipulatives, calculators and application software used for instruction and assessment. Prerequisite: NC Math 3. Counts as a fourth math course for Future-Ready Core Course of Study.

### Pre-Calculus (Honors)

Builds upon the previous study of algebra, functions, and trigonometry to delve into real world phenomena and to deepen understanding of the functions in the course. Manipulatives, calculators and application software used for instruction and assessment. Designed for students pursuing careers in STEM-related fields and prepares for AP Calculus and any entry-level college mathematics course. Prerequisite: NC Math 3. Counts as a fourth math course for Future-Ready Core Course of Study.

### IB MYP Pre-Calculus

Builds upon the previous study of algebra, functions, and trigonometry to delve into real world phenomena and to deepen understanding of the functions in the course. Manipulatives, calculators and application software used for instruction and assessment. Designed for students pursuing careers in STEM-related fields and prepares for AP Calculus and any entry-level college mathematics course. Prerequisite: NC Math 3. Counts as a fourth math course for Future-Ready Core Course of Study.

### Computer Science (Standard or Honors)

Take a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games. Prerequisite: B in NC Math 1, NC Math 2, or NC Math 3 or completed/enrolled in NC Math 3 to earn honors credit. Does not count as a math credit for the Future Ready Core Course of Study.

### AP Calculus AB Career Center

Courses, as described above, are taught in a semester sequence with students taking the AP Calculus BC exam in May. Prerequisite: Pre-

Calculus (AP or Honors)

### AP Calculus BC Career Center and Atkins

Courses, as described above, are taught in a semester sequence with students taking the AP Calculus BC exam in May. Prerequisite: Pre-Calculus (AP or Honors)

### AP Computer Science Principles

Offers a multidisciplinary approach that focuses on the creative aspects of programming, abstractions, algorithms, large data sets, cybersecurity concerns and computing principles. Technology will be used to address real-world problems and build relevant solutions. Prerequisite: NC Math 2 Does not count as a math credit for the Future Ready Core Course of Study.

### AP Computer Science A Career Center

Study programing in Java with an emphasis on programming methodology and class design. Equivalent to a one-semester college level course in Computer Science. For students considering majors in computer science, engineering or related fields. Prerequisite: completed or enrolled in NC Math 3 Honors. Does not count as a math credit for the Future Ready Core Course of Study.

### AP Pre-Calculus

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever changing world. This course is designed for students pursuing careers in STEM-related fields and will prepare students for higher level mathematics and science courses. Prerequisite: NC Math 3 Honors. Counts as a fourth math course for Future Ready Core Course of Study.

### AP Statistics

Learn concepts and tools for collecting, analyzing and drawing conclusions from data. This full year course is equivalent to a one-semester, introductory, non-calculus based, college course in statistics. Prerequisite: NC Math 3 Honors Counts as a fourth math course for Future Ready Core Course of Study.

### IB Math Analysis and Approaches I (SL, HL)

This is the first course in a two-course sequence that focuses on introducing important mathematical concepts through the development of mathematical technique. Students become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking as they apply algebraic and geometric techniques. This course includes topics that are traditionally part of a pre-university mathematics course. Explore real and abstract applications of these ideas, with and without technology. Students who wish to take HL will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. Prerequisite: NC Math 3

### IB Math Analysis and Approaches II (SL, HL)

This is the second course in the two-course sequence and continues preparing students for the examination. Students who wish to take HL will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems

# High School Registration 2024-25

## Mathematics Flow Chart

Grade 9	Grade 10	Grade 11	Grade 12
Fdn of NC Math/NC Math 1	Fdn of NC Math 2/NC Math 2	Fdn of NC Math 3/ NC Math 3	NC Math 4
NC Math 1	NC Math 2	NC Math 3	NC Math 4 Pre-Calculus (AP or Honors) Discrete Mathematics for Computer Science
NC Math 2	NC Math 3	Pre-Calculus (AP or Honors)	AP Calculus/AP Statistics
NC Math 3	Pre-Calculus (AP or Honors)	AP Calculus	AP Statistics
Math 1 MYP Math 2 MYP	Math 3 MYP Pre-Calculus MYP	IB Math Applications Interpretations 1 IB Math Analysis Approaches 1	IB Math Applications Interpretations 2 IB Math Analysis Approaches 2

Sample sequences do not include all possible course sequences for high school mathematics.

and get pleasure and satisfaction from solving challenging problems. Prerequisite: IB Math Analysis and Approaches I

### IB Math Applications and Interpretation (SL, HL)

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. It makes extensive use of technology to explore and construct mathematical models. Students who choose this course should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take HL will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology. Prerequisite: NC Math 3

## Military Science

The Military Science (JROTC) program prepares students for leadership roles while making them aware of their rights, responsibilities and privileges as Americans. The program promotes graduation from high school and provides instructional opportunities that benefit the student and community. Wearing the military uniform once a week is a requirement to participate in JROTC. While in uniform, cadets must meet the minimum appearance standards, including haircut standards.

Honors credit is available for Levels III and IV JROTC courses. The honors curriculum builds on previous JROTC courses and focuses on short- and long-range planning, decision-making skills, and the coordination, control and execution of cadet organization activities. It includes a research-based essay project and oral presentation. Honors students must have previously completed JROTC III, apply to and be interviewed by the JROTC Leadership Board, and be approved by the Senior Service Instructor.

Military Science is an elective under the Future-Ready Core Course of Study. Cadets who successfully complete 18 weeks under the A/B block schedule (9 weeks under the regular block

schedule) of JROTC may receive credit for Life Management Skills and PE II with approval of their guidance counselor and the JROTC Senior Instructor. The four basic JROTC courses, plus the add-on levels of LET V, must be completed successfully in sequence. Cadets may only take Level IV and V courses with the approval of the Senior Instructor.

## U.S. Army Junior Reserve Officers' Training Corps

(Not offered at Reagan)

### Army JROTC I

Study leadership theory and application, foundation for success, communication/study skills, citizenship, military customs and courtesies, physical training, drill, map reading, and the history and objectives of JROTC.

### Army JROTC II

Study wellness, fitness and first aid, drug awareness, ethical values, oral and written communication, technology application, and citizenship in American history and Government. Demonstrate knowledge of drill, map reading, and physical training, with emphasis on methods of instruction and leadership. Prerequisite: JROTC I.

### Army JROTC III (Standard and Honors)

Study leadership strategies, managing conflict, career planning, financial planning, citizenship in American history and government with continued practical work in leadership, drill, technology awareness, methods of instruction, map reading and physical training. Prerequisite: JROTC II.

### Army JROTC IV (Standard and Honors)

Demonstrate leadership potential as a role model, coach, counselor, management skills and assistant instructor. Study service to the nation and financial planning, with continued practical work in drill, technology awareness, physical training and command and staff principles. Prerequisite: JROTC III.

### Army JROTC V (Standard or Honors)

Assist instructor in the LET level class assigned. Assist instructor in drill, physical training and inspections with a requirement to teach a minimum of one class for each subject taught for the LET level class assigned, with emphasis placed on proper teaching methods and preparation of lesson plans. Normally assumes the leadership positions and the responsibilities of command functions with continued practical

work in drill, technology awareness, and physical training. Prerequisite: JROTC IV.

## U.S. Air Force Junior Reserve Officers' Training Corps (Offered at Reagan)

### Aerospace Science I

Study the historical development of flight and the role of military aviation in history. Study military heritage, organization, traditions, self-control, citizenship, wellness, health fitness, drill and proper wear of the Air Force uniform. Haircuts for males and proper hair styles for female Cadets are mandatory as is the proper wear of the Air Force uniform one day per week (Wednesdays or designated days/nights).

### Aerospace Science II

Study the principles of aircraft flight, aerodynamics, aviation weather, navigation and the effects of flight on the human body. Study leadership concepts, individual and group behaviors, communication skills, drill and proper wear and respect for the Air Force uniform. Same information applies for hair and uniform wear. Prerequisite: Aerospace Science I and/or Senior Aerospace Science Instructor (SASI) approval. Can be used as elective science credit for graduation.

### Aerospace Science III

Study astronomy and the universe, air navigation and its application to space. Prepare classroom presentations and write papers on various aspects of the Air Force and/or space. Study management leadership concepts and ethics for the Cadet Corps and life. Continue study of communication skills, drill and proper wear and respect for the Air Force uniform. Same



information applies for hair and uniform wear. Prerequisite: Aerospace Science II and/or SASI approval.

## Aerospace Science IV

Demonstrate leadership potential as a role models, coaches and counselors, plus assist instructor while managing the Corp of Cadets in leadership positions. Final study of communication skills, drill and proper wear and respect for the Air Force uniform. Develop citizens of character dedicated to serving their nation and community. Prerequisite: Aerospace Science III and/or SASI approval.

## Physical Education

### Physical Education I

Demonstrate competency and proficiency in at least three of the following activities: team sports, individual sports, dual sports, dance, gymnastics, outdoor pursuits, and self-defense. Students are expected to understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement. They will evaluate personal health-related physical fitness and create plans for maintaining lifelong health enhancing behaviors. Strategies for developing behaviors that are responsible and enhance respect of self and others and that value physical activity will be incorporated. (This course is combined with Health to meet the NC Graduation Requirement).

### Physical Education II (Standard and Honors)

Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities in individual and team sports. Demonstrate the knowledge of judging, officiating, and refereeing in various activities. Understand offensive and defensive strategies.

### PE II Lifetime Sports and Wellness (Standard and Honors)

Heavy emphasis on individual/dual sports and wellness; students will further develop motor skills and movement patterns needed to perform a variety of individual/dual sports. Focus is on developing skills and appreciation for physical activity beyond high school. Students will also be skilled in rules, strategy, and knowledge of judging, officiating, and refereeing, as well as learn to develop offensive and defensive strategy. Lifetime wellness will also be highlighted in this course with emphasis on developing personal fitness.

### PE II Team Sport (Standard and Honors)

Heavy emphasis on team sports; students will further develop motor skills and movement patterns needed to perform a variety of team sports/activities. Focus is on developing an appreciation for physical activity beyond high school. Students will demonstrate knowledge of judging, officiating, and refereeing, as well as learn to develop offensive and defensive strategy.

### PE II Weight Training (Standard and Honors)

Students will focus on strength training and personal fitness plans that emphasize sport-related fitness or health-related fitness. Focus is on developing skills to participate in physical activities beyond high school.

### Physical Education III (Standard and Honors)

Exhibit a physically active lifestyle by participation in selected physical activities that can be accessed in the community for a lifetime of sports involvement. Prerequisite: Physical

Education I and II.

### PE III Lifetime Sports and Wellness (Standard and Honors)

Heavy emphasis on individual/dual sports and wellness; students will further develop motor skills and movement patterns needed to perform a variety of individual/dual sports. Focus is on developing skills and appreciation for physical activity beyond high school. Students will also be skilled in rules, strategy and knowledge of judging, officiating and refereeing, as well as learn to develop offensive and defensive strategy. Lifetime wellness will also be highlighted in this course with emphasis on developing personal fitness/wellness plans and opportunities for group exercise.

### PE III Team Sports (Standard and Honors)

Heavy emphasis on team sports; students will further develop motor skills and movement patterns needed to perform a variety of team sports/activities. Focus is on developing an appreciation for physical activity beyond high school. Students will demonstrate knowledge of coaching in regards to creating line-ups, exploring strategies and substitution patterns in addition to judging, officiating and refereeing. PE III requires advanced work in skill development, analysis and training.

### PE III Weight Training (Standard and Honors)

Students will focus on strength training and personal fitness plans that emphasize sport-related fitness or health-related fitness. Focus is on developing skills to participate in physical activities beyond high school. PE III Weight Training requires advanced work in skill development, analysis and training.

### Physical Education IV (Standard and Honors)

This leadership course is designed for students interested in serving as physical education/recess aides and student mentors to elementary-aged students. Students are trained in classroom management, development of physical activity lessons, conflict resolution skills, and providing lessons aligned to the Physical Education goals in the North Carolina Standard Course of Study. This course is designed for students interested in teaching or recreation leadership careers. (Recommended for grades 11 and 12).

### PE IV Weight Training (Standard and Honors)

Students will focus on strength training and personal fitness plans that emphasize sport-related fitness or health-related fitness. Focus is on developing skills to participate in physical activities beyond high school. PE IV Weight Training requires advanced work in skill development, analysis and training.

## Science

### Biological Science

#### Applied Biology

Review the study of life science through exploration of vertical learning progressions. This bridge course is designed to strengthen the readiness skills and scientific dispositions for successful completion of Biology. Laboratory experiences and explorations focus on daily application of foundational knowledge of life sciences. This course is intended for students scoring achievement Level I or Level II on the North Carolina End of Grade 8 Science test. Course does not count as a science credit for the

Future Ready Core Course of Study.

### Biology (Standard or Honors)

Study the nature of life and living organisms including structure and functions of living organisms, ecosystems, evolution, genetics and molecular biology. Laboratory-based experiences and exploration of current biological advances extend foundational knowledge of life sciences.

### Biology Honors

Study the nature of life and living organisms including structures and functions of living organisms, ecosystems, evolution, genetics, and molecular biology. As a bridge AP course, laboratory-based experiences extend into topics covered in AP Biology and require students to explore applications and examples of biology through investigations that provide opportunities to apply the science practices. Seminar course requires additional analysis of case studies as relating to course topics and published research studies. Seminar and Honors courses require individual research projects.

### Pre-AP Biology

As a bridge AP course, laboratory-based experiences require students to apply science practices to biology-based investigations. Extensive research is required. Seminar course requires additional analysis of case studies relating to course topics.

### IB MYP Biology

Study the nature of life and living organisms including structures and functions of living organisms, ecosystems, evolution, genetics, and molecular biology and apply understanding to solve problems and express scientifically supported judgments. Laboratory-based experiences and exploration of current biological advances extend knowledge. The course addresses the required state curriculum as well as that of the International Baccalaureate Middle Years Programme through global contexts, interdisciplinary units, student collaboration and Socratic seminars.

### AP Biology *Atkins, Career Center, East, Glenn, Mt. Tabor, West Forsyth, Reagan, and Reynolds*

Study the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Laboratory-based course delivery provides extensive exploration of molecules, cells, heredity, evolution, organisms, and populations. Prerequisites: Biology and Chemistry.

### IB Biology I *Parkland*

Study biological structures and functions within a global context. Experiments and investigations increase awareness of how biologists work and communicate with each other. Core elements of IB Biology include extended essay, theory of knowledge and creativity, action, service. Students may sit for the IB Biology SL (Standard Level) assessment upon completion. Prerequisite: Biology.

### IB Biology II *Parkland*

Continuation of IB Biology I. Senior-year course; upon completion, students may sit for the IB HL Biology assessment. Prerequisite: IB Biology I.

### Human Anatomy and Physiology

(Standard or Honors) Study the mechanical, physical, bioelectrical, and biochemical functions of humans including organs and the cells of which they are composed. Laboratory-based explorations include gross and microscopic anatomies; extend foundational understanding of the human body. Honors course requires individual research projects. Prerequisite:

## Science Flow Chart

Grade 9	Grade 10	Grade 11	Grade 12
Physical Science	Biology	Earth/Environ. Sci.	Anatomy, GSI, Chemistry
Earth/Environmental Science	Biology	Physical Science	Anatomy, Chemistry, GSI, Expl of Alt Energies
Biology			
Honors Biology	Chemistry	Physics	AP/IB Science, Anatomy, Zoology, Expl of Alt Energies
Seminar Biology	Chemistry	AP/IB Science	AP/IB Science

Sample sequences does not include all possible course sequences for high school science.

Biology.

### Honors Zoology

Study the origin of animal life: animal development and reproduction; classifications of the major animal phyla; and the basics of ecological niche. Laboratory-based experiences provide a survey of invertebrates and invertebrates as well as animal taxonomy. Dissections are required. Senior-year course. *Course fees may be assessed for dissection resources* Prerequisite: Biology.

## Earth and Environmental Science

**Earth/Environmental Science** (Regular Honors)  
Study the function of Earth's systems including the lithosphere, hydrosphere, atmosphere, and biosphere. Laboratory-based experiences and investigations extend foundational understanding of human influence on Earth's systems to include sustainability practices, technology, and alternative energies. As a bridge AP course, honors level students engage in laboratory-based experiences that require them to apply science practices to earth science-based investigations.

**Exploration of Alternative Energies** *Career Center*  
Study viable energy sources intended to replace nonrenewable energy resources to decrease negative environmental consequences of energy consumption. Alternative energies explored during laboratory experiences and investigations include solar photovoltaics, solar hot water, wind power, microhydro, and biodiesel. Prerequisite: Earth/Environmental Science.

### Global Science Issues

Study political, social, and economic values closely related to the health of the environment. Laboratory and investigations explore topics to include agricultural practices, use of natural resources, by-products of industrial development, and environmental stewardship. Senior-year course. Prerequisite: Earth/Environmental Science.

### AP Environmental Science

Study principles, concepts, methodologies and interrelationships of the natural world and how humans alter natural systems. Laboratory-based course delivery provides extensive exploration of Earth systems, land and water use, energy resources, global change and associated biotic elements. Prerequisites: Biology and Chemistry

or Physics. Satisfies Earth/Environmental graduation requirement for Future Ready Core.

### IB Earth/Environmental Science

Study environmental systems and societies within a global context. Experiments and investigations increase awareness of international collaboration in resolving environmental problems. Core elements of IB Environmental Systems and Studies include extended essay, theory of knowledge and creativity, action service. Two-year course; students may sit for the IB Environmental Systems and Societies SL (Standard Level) assessment upon completion. Satisfies Earth/Environmental graduation requirement for Future Ready Core.

## Physical Science

### Physical Science

Study the physical nature of the world through qualitative and quantitative methodologies. Laboratory-based experiences make use of mathematical reasoning in exploring aspects of both chemistry and physics. Topics include forces and motion, properties and changes of matter and, conservation and transfer of energy to extend foundational knowledge. Prerequisites: NC Math 1.

### Chemistry

 (Standard or Honors)

Study the structure of matter along with chemical reactions and the conservation of energy in these reactions. Laboratory-based experiences and investigations explore energy conservation and transfer in addition to the interactions of matter and energy while using mathematical language to describe observations. As a bridge AP course, laboratory-based experiences require students to apply science practices to chemistry-based investigations. Prerequisites: Biology AND NC Math 3 or currently enrolled in NC Math 3).

### Organic and Biochemistry

 (Honors) *Career Center*

This course serves as an introduction to those advanced college courses helping to ease the student's transition to more difficult chemistry concepts. Students will explore organic chemistry through delving into structure drawing, nomenclature, stereochemistry, conformations, some simple reactions, mechanisms, and synthesis planning. During the biochemistry portion of the course, students will focus on nucleic acids, proteins, and metabolism, but at much more structural and detailed focus. Prerequisites: Biology, Honor Chemistry, Math 2

### IB MYP Chemistry

Students develop scientific knowledge of the structure of matter along with chemical reactions and the conservation of energy in these reactions and apply it to solve problems and express scientifically supported judgments. Laboratory-based investigations explore energy conservation and transfer and the interactions of matter and energy while using the language of mathematics to describe observations. The course addresses the required state curriculum and the IB MYP through global contexts, interdisciplinary units, student collaboration and Socratic Seminars. Prerequisite: Biology.

### AP Chemistry

*Career Center, West*

Study the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics and the basic concepts of thermodynamics. Laboratory-based course provides extensive exploration of structure and stages of matter, chemical reactions, and descriptive chemistry requiring qualitative and quantitative analysis using the language of mathematics to describe observations. Prerequisites: Chemistry and NC Math 3:

### Physics

 (Regular Honors)

Study the natural phenomena of matter and its motion through space and time. Laboratory-based experiences and investigations explore forces and motion, energy conservation and transfer in to the interactions of energy and matter while using the language of mathematics to describe observations. Honors course requires individual research projects. Prerequisites: NC Math 3.

### AP Physics I

*Career Center, Atkins*

Study and explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Prerequisites: NC Math 3

### AP Physics II

*Career Center*

Study and explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Pre-requisites: Students should have had AP Physics 1 or (Honors) Physics. Students should have taken or be concurrently taking pre-calculus or an equivalent course.

### AP Physics C Electricity and Magnetism

*Career Center*

Study core principles, theories and processes of physics to include: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Laboratory-based course delivery develops the reasoning skills necessary to engage in the science practices and use differential and integral calculus to problem solve while fostering a deeper level of learning. This course is a calculus-based introductory college-level physics course appropriate for students planning to specialize or major in physical science or engineering. Prerequisites: Calculus or concurrently taking Calculus.

### AP Physics C Mechanics

*Career Center*

Study core principles, theories and processes of physics to include: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

Laboratory-based course delivery develops the reasoning skills necessary to engage in the science practices and use differential and integral calculus to problem solve while fostering a deeper level of learning. This course is a calculus-based college-level physics course appropriate for students planning to specialize or major in physical science or engineering. Prerequisites: Calculus or concurrently taking Calculus.

## IB Chemistry

Study chemical principles of the physical environment and biological systems within a global context. Experiments and investigations increase awareness of how chemists work. Core elements include extended essay, theory of knowledge and creativity, action, and service. Junior or senior course; students may sit for the IB Chemistry SL assessment upon completion. Prerequisites: NC Math 3.

## IB Physics

Study the impact of physics on society, the moral and ethical dilemmas, and social-economic and environmental implications of the work of physicists. Experiments and investigations increase awareness of how physicists work. Core elements of IB Physics include extended essay, theory of knowledge and creativity, action, service. Two-year course; students may sit for the IB Physics Standard Level assessment upon completion. Prerequisites: NC Math 3.

## Social Studies

Students must complete four units of social studies. Course requirements are determined by the year students enter 9th grade. See pages 5-7.

### World History (Standard or Honors)

Students will study societies, nations, economies, events, and cultures of the many regions of the world from the mid 13th century to the present. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity. Additional research, reading and writing assignments required for honors level.

### World History Honors Seminar I

Students will further develop critical thinking skills, learn to process knowledge across several curriculum areas and examine the historical roots of significant events, ideas, movements, and phenomena around the world. Students will also broaden historical perspectives as they explore ways societies have dealt with continuity and change. Extensive research projects are required. Meets graduation requirement for World History.

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

Students will examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Additionally, students will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Additional research, reading, and writing assignments required for honors level.

### IB MYP Civic Literacy

Students consider government and public administration, law and public safety, human services, marketing, international development,

cultural and political affairs, urban and regional planning, sustainability, conservations and environmental management as related to the tenets of American democracy established by the U.S. Constitution, the American political system and citizenship. The course serves as the required Civics Literacy credit for graduation. The course addresses the required state curriculum and the IB MYP through global contexts, interdisciplinary units, student collaboration and Socratic Seminars.

### American History (Standard or Honors)

This course will explore the overarching themes, trends, and concepts of our nation's history since 1763, including the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Additional research, reading, and writing assignments required for honors level. This course meets the graduation requirement for American History.

### Economics and Personal

#### Finance (Standard or Honors)

Students will learn the concepts of macro- and microeconomics and topics promoting personal financial literacy. These topics will include establishing a budget, cost of credit, choosing and managing a credit card, credit scores, borrowing money and paying for postsecondary education. Additional research, reading, and writing assignments required for honors level.

### IB MYP Economics and Personal Finance

Students will learn the concepts of macro- and microeconomics and topics promoting personal financial literacy. These topics will include establishing a budget, cost of credit, choosing and managing a credit card, credit scores, borrowing money and paying for postsecondary education. The course serves as the required Economics and Personal Finance credit for graduation. The course addresses the required state curriculum and the IB MYP through global contexts, interdisciplinary units, student collaboration and Socratic Seminars.

### Bible History (Standard or Honors)

Study the literary forms of the Bible and Biblical leaders. Examine the influence of the Bible on history, law, American life and culture. Learn about the history, geography, religion and politics of the Middle East. Completion of World History is recommended before enrolling in this course. *Does not meet the graduation requirement for World History.*

### 21st Century Global Geography (Standard or Honors)

Examine the relationship between geography and the economic, political, social, historical and cultural aspects of human activity. Additional research, reading and writing assignments required for honors level. *This course does not meet the graduation requirement for World History.*

### International Relations (Standard or Honors)

Examine factors that influence relations between nations and their political and economic alignments. Study current international issues. Additional research, reading and writing assignments required for honors level. Completion of World History and American History is recommended before enrolling in this course. *This course does not meet the graduation requirement for World History.*

### Psychology (Standard or Honors)

Scientific study of human growth, development

and behavior, the effects of emotion on behavior, and how humans adapt and interact in a variety of environments. Additional research, reading and writing assignments required for honors level.

### Western Humanities (Standard or Honors)

Develop understanding of literature, painting, music, drama, architecture, history and philosophy in western culture. Study development from ancient times to the present age. Additional research, reading and writing assignments required for honors level, including an extensive research paper. This course does not meet the graduation requirement for World History.

### World Humanities (Standard or Honors)

Study of the ways in which people from every period of history process and document the human experience. Students will use a contemporary global lens to examine the philosophy, literature, religion, art, music and language of Europe and the non-western cultures from Asia, Africa, and the Middle East from the 16th century to the modern era. Through seminar experiences, students should recognize enduring human problems while learning content and skills necessary for engaged global citizenship. This course does not meet the graduation requirement for World History.

### American Indian Studies (Standard or Honors)

This course will introduce students to the rich and diverse history and culture of American Indian societies. This course will broaden the knowledge and understandings of students interested in learning about the histories, cultures, legacies and achievements of American Indians from prehistoric to present-day societies. The course offers traditional and contemporary perspectives, which place the land, its history, and the people at the center. The course will emphasize interactions between and within American Indian groups as well as with the government of the United States. Students will study American Indian groups of North Carolina as well as those found around the United States. Additional research, reading and writing assignments required for honors level.

### African-American Studies (Standard or Honors)

African Americans have always been an integral part of the American story. African Americans also have been a viable force with their own experiences, culture and aspirations. This course will investigate the impact that African Americans have had on all aspects of American life. Additional research, reading and writing assignments required for honors level.

### Latino-American Studies (Standard or Honors)

In this course, students will gain a historical and contemporary understanding of the individuals, groups, events, trends and ideas surrounding Latino people living in Mexico, Central America, South America, and the Caribbean. Students will have the opportunity to engage with the social, economic and political activities of Latin America and Latino Americans in order to make connections across the content. Additional research, reading and writing assignments required for honors level.

### Sociology (Standard or Honors)

Designed to give students the tools necessary to concentrate on the systematic study of society and human interaction. Using observation, the scientific method and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made. Additional research, reading and writing assignments required for honors level.

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## American Women's Studies

This course introduces students to the rich and diverse history and culture of American women. The goal of this course is to broaden the knowledge and understandings of students interested in learning about the cultural, historical, economic, geographic and political realities of women in the United States. This course will provide students with an opportunity to make deep connections across the content and to find relevance to contemporary issues in order to gain deeper understandings of the experiences, achievements, contributions and challenges of American women throughout our nation's history.

## Holocaust and Genocide Studies

This course will be rooted in Inquiry-based skills that will be used to explore the Holocaust and other examples of genocide in world history. Students will investigate the history of antisemitism, the rise of Hitler and Nazi Germany, Jewish life in Europe after Hitler's rise to power, global responses before, during, and after the Holocaust, liberation of survivors, the legacies of the Holocaust, and other examples of genocide from the twentieth and twenty-first centuries.

## 20th Century Civil Liberties and Civil Rights (Standard or Honors)

Examine the history, struggles, successes and similarities of diverse groups of twentieth-century Americans who protested on behalf of civil liberties and civil rights. The study will include the twentieth century social movements for greater freedom and equality led by and for various groups of Americans. This course does not meet the Civic Literacy graduation requirement. Additional research, reading, and writing assignments required for honors level.

## AP Government and Politics: United States

Study American political institutions, beliefs and practices, political parties and ideologies. Analyze and compare different American political systems. Study, discuss and debate contemporary politics. *This course meets the Civic Literacy graduation requirement for students who entered high school in the fall of 2020 or after.*

## AP Government and Politics: Comparative

Study concepts that political scientists use to examine the processes and outcomes of politics in a variety of national settings. Students will understand the rich diversity of political life, government processes and policy outcomes, and the importance of global political and economic changes. Identifying problems and analyzing policy-making are essential skills in comparing countries and their government systems (six nations form the core of the study: China, Great Britain, Mexico, Nigeria, and Russia)

## AP United States History

Develop the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. *Meets graduation requirements for American History.*

## AP European History

Study Europe from the late Medieval Period (c. 1450) to the present, including social, political, diplomatic, economic, cultural and intellectual themes in European history. Students will develop analytical thinking and writing skills as they deal with historical evidence and interpretation.

## AP World History: Modern

This course will begin at 1200 CE and include a study of civilizations in Africa, the Americas and Asia that are important to the modern era. Students will use relevant factual knowledge taken from primary and secondary sources combined with high-order thinking skills to acquire a greater understanding of the development of global processes from ancient times to the present day. The course emphasizes the character of change and continuity in world structures and their impacts. Furthermore, this study will evaluate the interchange of major societies in the global community and the results of that interplay. *This course meets the World History graduation requirement.*

## AP Human Geography

This course will introduce student to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth. Students will use spatial concepts and landscape analysis to look at how people organize themselves on a socio-economic level and its consequences for the environment. They will also learn about the tools and methods employed by geographers to research and study these topics.

## AP Microeconomics

Study principles of economics that apply to the functions of individual decision makers (consumers and producers) within the larger economic system. Focus on the nature and functions of product markets, factor markets, and the role of government in promoting efficiency and equity in the economy. *This course does not meet the Economics and Personal Finance graduation requirement.*

## AP Macroeconomics

Study principles of economics that apply to the economic system as a whole. Focus on national income and price determination, economic performance measures, economic growth and international economics. *This course does not meet the Economics and Personal Finance graduation requirement.*

## AP Psychology

Examine the scientific study of human development, behavior, learning, motivation, and personality. Learn the history of psychology as a science, theories of behavior and research methods, including statistics to analyze data.

## AP African American Studies

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. Given the interdisciplinary character of the African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

## IB Psychology I

Cover three psychological perspectives, research methodology and simple experimental study. First year of two-year course; upon completion, students may sit for the IB SL Psychology exam.

## IB Psychology II

Examine four psychological perspectives, research methodology and an in-depth experimental study. Senior-year course; students may sit for the IB HL Psychology assessment upon completion. Prerequisite: IB Psychology I.

## IB History of the Americas SL

Study the social, political and economic histories of the United States. Examine parallel events, movements and ideologies in Canada and Latin America. Junior-year course. Prerequisite: IB Psychology I. *Meets graduation requirement for American History.*

## IB History SL

Focus on 20th century world history, including the causes and effects of wars, the Cold War and the rise and rule of single-party nation states. Senior-year course. Prerequisite: IB History of the Americas I. *This course meets the World History graduation requirement.*

## IB Theory of Knowledge

Reflect critically the knowledge and experience inside and outside the classroom. Question core of knowledge and explore the deviation between various ways of knowing.

## IB Philosophy

Philosophy deals with issues that are profound, complex, challenging and important for humanity. The Diploma Programme philosophy course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way.

## IB Information Technology in a Global Society I

**Study and evaluate the impact of information technology on individuals and society. Explore the use of digitized information at the local and global level. Junior or senior year course; upon completion, students may sit for the IB SL ITGS assessment.**

## Special Offerings

### AP Capstone: AP Research (Career Center & Atkins)

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio.

### AP Capstone: Seminar (Career Center, Atkins, Mt. Tabor)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.

### Driver Education

Driver Education is offered after school hours. Students do not receive course credit. Students who are 14 1/2 and older may apply; the

oldest students are accepted first. The course includes 30 hours of classroom and 6 hours of in-car instruction. Registration is done online at [ncdrivingschool.com](http://ncdrivingschool.com). There is a \$45 fee for the class.

### **SAT/ACT Preparation**

Study word parts and vocabulary. Review grammar, usage and mechanics rules and applications. Prepare students to write a 25-minute timed essay from all genres of writing. Learn and enhance reading comprehension strategies for use in SAT and ACT preparation.

### **Service to School and Community**

Use your skills to help others. Special requirements and opportunities may exist at your school. Ask your counselor for information. For juniors and seniors.

### **Study Skills I, II, III and IV**

Learn alternative strategies for gathering, recording, synthesizing, organizing and remembering information in individualized and small group instruction. Classroom content is often used as the basis for instruction. For students with exceptional child certification.

### **Teacher Cadet I and II**

Investigate education as a possible career. Observe classroom instruction and experience a teacher's role. Shadow members of the school staff to learn about the total operation of a school. For academically able students who possess exemplary interpersonal and leadership skills.



## Future Ready Occupational Course of Study

The Future Ready Core Occupational Course of Study (FRC-OCS) is one of two courses of study a student with disabilities may complete to graduate with a high school diploma in North Carolina. The FRC-OCS is available for those students with disabilities who are specifically identified for this program. The requirements are listed in Section II of the current graduation policy, GRAD-004, for students entering grade 9 for the first time in 2017-18 and Section III of the current graduation policy for students entering grade 9 for the first time in 2014-15.

The FRC-OCS is intended to meet the educational and career development needs of a small group of students with disabilities who require a variety of substantive instructional supports and accommodations throughout the school day to access and make progress towards grade level standards. Most students with disabilities will participate in and complete the Future Ready Core Standard Course of Study (FRC-SCOS) with the use of accommodations and supplemental aids and services as identified in the student's IEP. The FRC-OCS is intended for students whose primary goal is to go directly into employment or to attend a postsecondary education program resulting in a licensure or credential upon graduation from high school. The IEP Team should complete the OCS Considerations document, which is located in the OCS LiveBinder, to determine the appropriateness of this course of study.

### English I

Students explore a variety of communication modes and the importance each plays in living and employment settings. Reading and writing strategies are used to interpret and express factual, functional information. Oral language strategies are used to communicate effectively in formal and informal situations. Additionally, students will use language to express individual perspectives drawn from personal or related experience, analyze information from a variety of sources, examine the foundations and use of argument, refine critical thinking skills and create criteria to evaluate text and multimedia, interpret and evaluate a wide range of literary texts, and develop an understanding of the application of grammar conventions and language usage.

### English II

Students analyze and employ effective communication strategies in living and employment settings. Standard rules of convention and syntax are used to give and request information. Students read and comprehend a variety of texts. They will draw evidence from literary or informational texts to support analysis, reflection, and research, and they will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Prerequisite: Occupational English I.

### English III

Students read, write and orally express information required in living and employment settings. They will understand literary and informational texts and identify main concepts and supporting information from print and non-print materials. They examine the speaking skills

expected in a variety of settings and demonstrate effective communication. Apply knowledge of cause and effect relationships to decision-making and problem solving. Summarize the importance of forming a viewpoint in situations related to adult living. Prerequisite: Occupational English II.

### English IV

Students integrate oral, written and visual skills to communicate in living and employment situations. Apply information from literary and informational texts to carry out adult-living tasks and activities. They use written communication for explanatory, argumentative, self-advocacy and social purposes. They use communication skills to locate and research information. Prerequisite: Occupational English III.

### Introductory Mathematics

Students study computation (reading, writing, counting, whole numbers, decimals, fractions and percents); time and measurement; understand patterns and relationships, graphical displays, and apply algebraic properties to solve problems. Students acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment. Prerequisite: Students in the Occupational Course of Study.

### Math I

Students study algebraic concepts. This includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, as well as hands-on approaches and cooperative learning should be used regularly for instruction and assessment. Prerequisite: OCS Intro to Math.

### Financial Management

Students apply the skills learned and demonstrate them in the community and places of employment. Understand appropriate methods for personal financial management and independent living. Apply math skills to consumer spending. Prerequisite: OCS Math I.

### Applied Science

This course is designed to engage students in inquiry-based instruction as a critical way of developing conceptual understanding of the science content and provide students with the knowledge necessary to practice safety and maintain a healthy lifestyle. Students develop an understanding of basic human anatomy and reproduction. Basic concepts in Life Science, Environmental Science, Physical Science, and Biology related to work and living situations are presented. Prerequisite: OCS enrollment.

### Biology

This course provides students in-depth study of the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms. Students apply the science-based concepts to situations at home and in the workplace. Prerequisite: OCS Applied Science.

### Founding Principles of the United States of America and North Carolina: Civic Literacy

Students will examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Additionally, students will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens.

### Economics and Personal Finance

Students will learn about economic principles and topics promoting personal financial literacy. These topics will include cost of credit, choosing and managing a credit card, credit scores, borrowing money and paying for postsecondary education.

### Preparation I/ Employment Preparation I Science

Students are introduced to the attitudes, behaviors and habits needed to obtain and maintain employment and make career advancements. Students participate in school-based learning activities, including work ethic development, job-seeking skills, decision-making skills, and self-management skills. Students are involved in on-campus vocational training activities and jobs. Formal career planning and knowledge of transition planning begins in this course and continues through the Occupational Preparation courses. Students begin working on the 150-hour school-based requirement for graduation. Prerequisites: Students with IEPs. OCS students have priority for enrollment.

### Preparation II/ Employment Preparation II Citizenship A & B *Two periods*

Students develop skills generic to all career majors: resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management. Learning activities include on-campus jobs and work-based learning. Job seeking skills are refined. Students begin working on the 225-hour work-based learning requirement for graduation. Prerequisites: Occupational Preparation I.

### Preparation III/ Employment Preparation III Citizenship A & B *Two periods*

Students develop and apply skills learned previously. Work-based learning activities include community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education and apprenticeships. These activities allow students to apply skills to competitive employment settings and demonstrate their work personality. Students continue working on their 225-hour requirement for graduation, and begin working on the 225-hour competitive employment requirement. Prerequisite: Occupational Preparation II.

### Preparation IV/ Employment Preparation IV Math

This course gives students the opportunity to use all the skills required in the Occupational Preparation courses and to apply them to their career choice. Students solve problems experienced in competitive employment, practice self-advocacy and master the theoretical and practical aspects of their career choice. Students finish the 225 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio that provides an educational and vocational record of their high school experience. Prerequisites: Occupational Preparation III.

## Career Training I and Career Training II

Designed to extend the work-based training experience provided in Occupational Training I-IV. Students participate in on- or off-campus vocational training that is aligned with their post-school employment goals. The course allows release time for students to be involved in work-based learning activities including, but not limited to: school-based enterprises, school-based training, internships, apprenticeships, job shadowing, community service projects, vocational job coach services, individual competitive employment placements or supported employment. This course may be repeated more than once for credit based on the student's need for work-based vocational training.

## Occupational Flow Chart (for the year 2021 and beyond)

Grade 9	Grade 10	Grade 11	Grade 12
Eng. I	Eng. II	Eng. II	Eng. IV
Intro. Math	Math I	Financial Management	Employment Preparation IV: Math
Appl. Science	Biology	Employment Preparation I: Science	
Founding Principles USA & NC: Civic Literacy	Economics and Personal Finance	Employment Preparation II: Citizenship 1A	Employment Preparation II: Citizenship 1B
PE/Health	PE/Life Skills	Elective or CTE	Elective or CTE
		Elective or CTE	Elective or CTE

## Occupational Flow Chart (4-Period Block)

Grade 9	Grade 10	Grade 11	Grade 12
Eng. I	Eng. II	Eng. II	Eng. IV
Intro. Math	Math I	Financial Management OR CTE Personal Finance	Career Training
Appl. Science	Biology	Elective or CTE	Career Training
Career Tr/Elec.	American History: Principles, Civics, and Economics	Am. History I	Am Hist. II
Prep I	Prep II	Prep III	Prep IV
Life Mgmt/P.E.	Prep II	Prep III	Career Training
CTE	P.E./Health	Elective or CTE	Career Training
CTE	CTE	Elective or CTE	Elective or CTE



## Career Technical Education

All CTE courses in WS/FCS are inherently Honors. There will be a 10 day opt-out period for students who want the course at the standard level.

### Work Based Learning Classes in all Pathways

#### CTE Advanced Studies Honors

This culminating course is for juniors and seniors who have completed a CTE Pathway, including the concentrator course. This course augments the content of the concentrator course and prepares students for success in transitioning to postsecondary education and future careers. Students select and develop the topic of study and work under the guidance of a teacher with expertise in the pathway. Students collaborate with community members, business representatives, and other school-based personnel. The four components of the course are a research paper, a product or artifact, a portfolio, and a presentation.

**Prerequisite:** Two or three technical credits in one career pathway, including the concentrator course.

#### CTE Apprenticeship Honors

Students who participate in registered pre-apprenticeships or youth apprenticeships through Apprenticeship NC can earn CTE high school course credit. This course is available after the student completes the concentrator course in a pathway. The pre-apprenticeship is aligned with the pathway and continues training in the industry using a published task list (job skills to be acquired). Students must meet employment requirements when pre-apprenticeships are offered through community partners. Please contact the Career Development Coordinator at your high school for more information about opportunities and eligibility.

**Prerequisite:** Two or three technical credits in one career pathway, including the concentrator course.

#### CTE Internship Honors

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 careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in several related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. Students must have completed a concentrator course to take this course.

**Prerequisite:** Two or three technical credits in one career pathway, including the concentrator course.



## AGRICULTURE EDUCATION

### Animal Science Career Pathway (ANSC)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	AA21 Animal Science I HN	AA23 Animal Science II - Companion Animal HN	AA41 Veterinary Assisting HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN

**Occupations:** Animal Breeder; Farmer, Rancher, Animal Trainer; Veterinary Assistant

#### Schools Offering: North

##### **AA21 Animal Science I**

This course focuses on the basic scientific principles and processes 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. This course is eligible for honors weight.

##### **AA23 Animal Science II - Companion Animal HN**

This course provides instruction on animal science topics related to small animals served by a veterinarian. Content related to the breeding, grooming, care, and marketing of animals that fit into this category are taught in this course.

**Prerequisite: AA21 Animal Science I**

##### **AA41 Veterinary Assisting HN**

This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Leads to Certified Veterinary Assistant certification.

**Prerequisite: AA23 Animal Science II - Companion Animals**

### Plant Systems Career Pathway (PLSV)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	AP41 Horticulture I HN	AP42 Horticulture II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN

**Occupations:** Supervisors of Farming, Fishing and Forestry; Landscaping; Lawn Service; Groundskeeping; Pesticide Handlers

#### Schools Offering: North, Walkertown

##### **AP41 Horticulture I**

This course focuses on the basic scientific 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.

##### **AP42 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. **Prerequisite: AP41 Horticulture I**

### Food Products & Processing Systems Career Pathway (FPPR)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FN41 Food and Nutrition I HN	FN43 Food Science and Technology HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN

**Occupations:** Dietetic Technician; Dietitian and Nutritionist

#### Schools Offering: Atkins

##### **FN41 Food and Nutrition I**

Emphasizes the relationship of diet to health and the selection of foods to satisfy needs. Learn to use and care for the kitchen while learning to prepare, store and serve a variety of foods. This course is eligible for honors weight.

##### **FN43 - Food Science and Technology HN**

Explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology, and career opportunities from scientists to technicians will be presented **Prerequisite: FN41 Food and Nutrition I**

## ARCHITECTURE AND CONSTRUCTION

Carpentry Career Pathway (CARP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Construction Core HN	IC21 Carpentry I HN	IC22 Carpentry II HN	IC23 Carpentry III HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Carpenter; First line supervisor of Construction Trades			
CCP Options for Seniors: <b>Air Conditioning, Heating &amp; Refrigeration Technology- Certificate courses - CCP Pathways Booklet</b>			

### Schools Offering: Career Center

#### IC00 Construction Core

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules and an additional green construction module. Modules include basic safety, construction math, hand tools, power tools, blueprints, material handling, basic communication skills, and basic employability skills. The Green module addresses the green environment, construction practices, and building rating systems. The OSHA-10 Safety credential is also offered.

#### IC21 Carpentry I

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on the development of introductory skills. English language arts and mathematics are reinforced. This course is eligible for honors weight. **Foundational Prerequisite: IC00 Construction Core**

#### IC22 Carpentry II

This course covers additional technical aspects of carpentry with emphasis on intermediate skills. Content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete,

reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced.

**Prerequisite: IC21 Carpentry I**

#### IC23 Carpentry III HN

This course develops advanced technical aspects of carpentry with emphasis on the development of skills. Content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English language arts and mathematics are reinforced.

**Prerequisite: IC22 Carpentry II**

Drafting Architectural Career Pathway (DRFA)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	IC61 Drafting I HN	IC62 Drafting II – Architectural HN	IC63 Drafting III – Architectural HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Architectural Drafter; Civil Drafter			

### Schools Offering: East, Glenn, Mt Tabor, RJR

#### IC61 Drafting I

Introduces the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, CAD (computer-assisted design), orthographic projection and 3D modeling. Skills in communication, mathematics, science, and leadership are reinforced. Students will earn the AutoCAD Certified User credential which is a recognized industry credential and will be an endorsement on their high school diploma. This course is eligible for honors weight.

#### IC62 Drafting II; Architectural HN

This course focuses on the principles, concepts and use of complex graphic tools used in architecture, structural systems, and construction trades. Emphasis is placed on CAD tools in the creation of floor plans, wall sections and elevation drawings. Mathematics, science, and visual design are reinforced. This advanced level course incorporates building information modeling using REVIT software. Students will earn the REVIT Certified User credential which is a recognized industry credential and will be an endorsement on their high school diploma.

**Prerequisite: Drafting I**

#### IC63 Drafting III HN

Emphasis is placed on the use of CAD tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. Teaming and problem-solving skills are reinforced.

**Prerequisite: IC62 Drafting II: Architectural**

Electrical Trades Career Pathway (ELTR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Construction Core HN	IC41 Electrical Trades I HN	IC42 Electrical Trades II HN	IC43 Electrical Trades III HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Electrician; First Line Supervisor of Construction Trades; Security and Fire Alarm Systems Installer			
CCP Options for Seniors: <b>Electrical Systems Technology - CCP Pathways Booklet</b>			

### Schools Offering: Career Center

#### IC00 Construction Core

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all NCCER curriculum-area programs, and an additional green construction module. Modules include basic safety, construction math, hand tools, power tools, blueprints, material handling, basic communication skills, and basic employability skills. The Green module addresses the green environment, construction practices, and building rating systems. The OSHA-10 Safety credential is also offered. This course is eligible for honors weight.

#### IC41 Electrical Trades I

This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development

of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. English language arts, mathematics, and science are reinforced. This course is eligible for honors weight. **Foundational Prerequisite: IC00 Construction Core**

#### IC42 Electrical Trades II HN

This course introduces the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding, and bonding. English language arts, mathematics, and science are reinforced. This course is eligible for honors weight. **IC41 Electrical Trades I**

#### IC43 Electrical Trades III HN

This course includes motors, electric lighting, conduit bending, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, control systems and concepts. Upon successful completion of this course, students should be prepared to enter the workforce as an electrical helper and/or continue education toward degrees in Construction Management or Electrical Engineering. English language arts, mathematics, and science are reinforced.

**Prerequisite: EIC42 Electrical Trades II**

HVAC/R Career Pathway (HVAC)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Construction Core HN	IL55 HVAC/R I HN	IL56 HVAC/R II HN	IL57 HVAC/R III HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> HVAC Mechanics and Installers, Maintenance and Repair Workers			
CCP Options for Seniors: <b>CCP Pathways Booklet</b>			

### Schools Offering: JFK

#### IC00 Construction Core

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all NCCER curriculum-area programs, and an additional green construction module. Modules include basic safety, construction math, hand tools, power tools, blueprints, material handling, basic communication skills, and basic employability skills. The Green module addresses the green environment, construction practices, and building rating systems. The OSHA-10 Safety credential is also offered

#### IL55 HVAC/R

This course is designed for students to develop basic HVAC terminology and technical aspects

of HVAC with emphasis on the development of introductory skills to include Intro to HVAC, Trade Mathematics, Basic Electricity, Intro to Heating, Intro to Cooling, Intro to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices. **Prerequisite: IC00 Construction Core**

#### IL56 HVAC/R II

This course is designed for students to further develop skills mastered in HVAC/R I and provide an emphasis on Alternating Current, Compressors, Refrigerants and Oils, Leak Detection, Evacuation, Recovery and Charging, Metering Devices, Heat Pumps, and Basic Maintenance **Prerequisite: IL55 HVAC/R**

#### IL57 HVAC/R III

This is designed for students to further develop skills mastered in HVAC/R II and develop advanced technical aspects of plumbing with the emphasis on Chimneys, Vents, and Flues, Sheet Metal Duct Systems, Fiberglass and Flexible Duct Systems, Commercial Airside Systems, Air Quality Equipment, and Introduction to Hydronic Systems.

**Prerequisite: IL56 HVAC/R II**

Interior Design Career Pathway (INDE)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FI21 Interior Design Fundamentals HN	FI23 Interior Design Technology HN OR FI22 Interior Design Studio HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Interior Designer; Set and Exhibit Designer			

## Schools Offering: East, Glenn, Mt Tabor, North, Parkland, Reagan, RJR, West

### FI21 Interior Design Fundamentals HN

Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using space planning and the elements and principles of design. Topics of study include the design process, backgrounds and furnishings, and functional room design. Art and mathematics are reinforced. This course is eligible for honors weight.

### FI23 Interior Design Technology HN

This advanced level course incorporates building information modeling using REVIT software. Credential aligned to this course is the REVIT Certified User credential. We recommend student's take this course before FI22. **Prerequisite: FI21 Interior Design Fundamentals HN**

### FI22 Interior Design Studio

Focus on entry-level and technical opportunities in residential and non-residential interior design fields. Explore 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. This course is eligible for honors weight.

**Prerequisite: FI21 Interior Design Fundamentals HN**

Masonry Career Pathway (MASO)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Construction Core HN	IC11 Masonry I HN	IC12 Masonry II HN	IC13 Masonry III HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Brick mason; Stonemason; Tile and Stone setter			

## Schools Offering: JFK

### IC00 Construction Core

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all NCCER curriculum-area programs, and an additional green construction module. Modules include basic safety, construction math, hand tools, power tools, blueprints, material handling, basic communication skills, and basic employability skills. The Green module addresses the green environment, construction practices, and building rating systems. The OSHA-10 Safety credential is also offered. This course is eligible for honors weight.

### IC11 Masonry I HN

Covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. Introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Prepares students for National Center for Construction Education and Research (NCCER) certification. **Foundational Prerequisite: IC00 Construction Core**

### IC12 Masonry II

Builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. Prepares students for National Center for Construction Education and Research (NCCER) certification. This course is eligible for honors weight.

**Prerequisite: IC11 Masonry I**

### IC13 Masonry III HN

Develops advanced technical aspects of masonry. Course content includes residential plans and drawing interpretation, residential masonry, grout and other reinforcement, and metalwork in masonry. Introductory skills for crew leaders are also introduced in this course. Prepares students for National Center for Construction Education and Research (NCCER) certification.

**Prerequisite: IC12 Masonry II**

## ARTS, A/V TECHNOLOGY & COMMUNICATION

### Adobe Academy Career Pathway (ADAC)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	II41 Adobe Visual Design I HN	II42 Adobe Visual Design II HN OR II45 Adobe Video Design I HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN

**Occupations:** Computer Network Support Specialist; Computer Programmer; Desktop Publisher; Software Developer; Web Developer

#### Schools Offering: Atkins, Career Center, Carver, East, West

##### II41 Adobe Visual Design I HN

In this course, students develop skills that lay the foundation for photography and producing print ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop various images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest

them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification.

certification and integrates Adobe Photoshop and Adobe Illustrator skills. **Prerequisite: II41 Adobe Visual Design I**

##### II42 Adobe Visual Design II HN

This course builds on student design and development skills by focusing on longer print production projects and more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign

##### II45 Adobe Video Design I HN

This course is a project-based course that develops skills in video design and production using Adobe tools. Students create a variety of videos for educational purposes, entertainment, and personal expression, explore what makes video the ultimate storytelling medium, and master video editing techniques using Adobe Premiere Pro. This course is aligned to Adobe Professional certification.

**Co-requisite: II41 Adobe Visual Design I**

### Digital Design and Animation Career Pathway (DIDE)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	TS24 Digital Design and Animation I HN	TS25 Digital Design and Animation II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN

**Occupations:** Artist; Photographer

#### Schools Offering: Atkins, Career Center, West

##### TS24 Digital Design and Animation I

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

##### TS25 Digital Design and Animation II

This course emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios. **Prerequisite: TS24 Digital Design and Animation I**

Game Art Design Career Pathway (GAAR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	TS24 Digital Design and Animation I HN	TS31 Game Art Design HN	TS32 Advanced Game Design HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Game Artist; Artist; Photographer			

## Schools Offering: Atkins, Parkland, West

### TS24 Digital Design and Animation I HN

Digital Design and Animation introduces students to the history of digital design and intellectual property guidelines. Students then move into 2D graphics using industry recognized software to develop skills in illustration. Understanding of the principles of digital design, color theory, and composition are also taught in preparation for moving into 3D graphics. These 3D graphics come to life when sound and video techniques are applied for a finished product that moves and makes sound.

### TS31 Game Art Design HN

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematics and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Art, English language arts, mathematics, and science are reinforced.

**Prerequisite:** TS24 Digital Design and Animation I

### TS32 Advanced Game Design HN

This course provides instruction for students. This course continues the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and network protocols, legal issues, and 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.

**Prerequisite:** TS31 Game Art and Design HN

Apparel & Textile Production Career Pathway (ATPR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FA31 Apparel and Textile Production I HN	FA32 Apparel and Textile Production II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Fabric and Apparel Patternmaker			

## Schools Offering: East, Glenn, Mt Tabor, Reagan, RJR, Walkertown, West

### FA31 Apparel and Textile Production I

Examine clothing production areas, including preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design and career opportunities. Skills will be applied to apparel and home fashion. This course is eligible for honors weight.

### FA32 Apparel and Textile Production II HN

Examine advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science are reinforced. fit into this category are taught in this course. **Prerequisite:** FA31 Apparel & Textile Production I

## BUSINESS MANAGEMENT & ADMINISTRATION

Business Ethics and Law Career Pathway (BELA)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	BB30 Business Ethics and Law I HN	BB32 Business Ethics and Law II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> General and Operations Managers; Sales Managers			
CCP Options for Seniors: <a href="#">CCP Pathways Booklet</a>			

### Schools Offering: Reagan, RJR

#### BB30 Business Ethics and Law I

Students will cultivate the knowledge of basic legal and ethical principles governing the business industry and its consumers. Explore the role federal and state government plays in criminal and civil court cases. Investigate issues that arise in the topics of business ownership, contract law, employment law, cyber law, property law, and environmental law. Gain the knowledge and skills for careers in business law.

#### BB32 Business Ethics and Law II

Students will analyze complex legal and ethical issues that impact today's modern business models. Explore e-commerce law, agency law, and business financial law. Investigate the protection provided by business contracts and their importance. Gain the knowledge and skills for careers in business law. **Prerequisite:** BB30 Business Ethics and Law I

Entrepreneurship Career Pathway (ENTRE)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	ME11 Entrepreneurship I HN	ME12 Entrepreneurship II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> First-line Supervisor of Non-Retail Sales Workers; Food Service Manager; Lodging Manager; Transportation, Storage, and Distribution Manager			
CCP Options for Seniors: <a href="#">Global Entrepreneurship Certificate</a> - <a href="#">CCP Pathways Booklet</a>			

### Schools Offering: Carver, East, Glenn, JFK, Mt Tabor, Parkland, Reagan, RJR, West, WSPA

#### ME11 Entrepreneurship I

Evaluate going into business and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, financing, marketing, and access to resources for starting a small business. Develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. This course is eligible for honors weight.

#### ME12 Entrepreneurship II HN

Develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Acquire in-depth understanding of business regulations, risks, management, and marketing. Develop a small-business management handbook. English language arts and social studies are reinforced. **Prerequisite:** ME11 Entrepreneurship I

General Management Career Pathway (GMGT)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials HN	BB40 Business Management I HN or B150 IB Business Management HN	BB42 Business Management II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> First-line Supervisor of Non-Retail Sales Workers; Food Service Manager; Lodging Manager; Transportation, Storage, and Distribution Manager			
CCP Options for Seniors: <b>International Business Certificate - CCP Pathways Booklet</b>			

### Schools Offering: East, Glenn, Mt Tabor, North, Parkland, Reagan, RJR, West

#### BF10 Business Essentials

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology. This course is eligible for honors weight.

#### BB40 Business Management I

This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also, the experience includes students working through ethical dilemmas and problem-solving situations with customer service while academic and critical-thinking skills. This course is eligible for honors weight. **Prerequisite: BF10 Business Essentials**

#### BB42 Business Management II

This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. This course is eligible for honors weight. **Prerequisite: BB40 Business Management I**

Project Management (PMGT)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	CS11 Project Management I HN	CS12 Project Management II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> First-line Supervisor of Non-Retail Sales Workers; Food Service Manager; Lodging Manager; Transportation, Storage, and Distribution Manager			
CCP Options for Seniors: <b>Information Systems Certificate - CCP Pathways Booklet</b>			

### Schools Offering: Glenn, JFK, Mt Tabor, North, Parkland, RJR, West

#### CS11 Project Management I

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring, and controlling, and closing a project in authentic situations. The core concepts of scope, time, cost, and integration will be examined during this course. This course is eligible for honors weight.

#### CS12 Project Management II

This course will develop advanced project management skills. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The facilitating concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management will be examined during this course. This course is eligible for honors weight. **Prerequisite: CS11 Project Management I**

## EDUCATION & TRAINING

Teaching/Training (TETR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FE21 Teaching as a Profession I HN	FE22 Teaching as a Profession II HN	FE23 Teaching as a Profession Field Exp HN
<b>Occupations:</b> Childcare Worker; Preschool Teacher; Residential Advisor, Self-Enrichment Teacher, Social and Human Service Assistants			
CCP Options for Seniors: <a href="#">CCP Pathways Booklet</a>			

### Schools Offering: Reagan, West

#### FE21 Teaching as a Profession I HN

This course is designed to encourage students to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation, and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

#### FE22 Teaching as a Profession II HN

This course is designed to encourage students to pursue teaching as a career. Students learn about the importance of positive learning environments, curriculum development, & use of instructional strategies. Students must also complete Teaching as a Profession Field Experience in the same year. Students are eligible for articulated university credit upon successful completion of the Teaching as a Profession pathway. **Prerequisite:** FE21 Teaching as a Profession I

#### FE23 Teaching as a Profession Field Exp HN

In this course, students participate in guided and independent classroom leadership activities with mentoring from their cooperating teacher. The field experience provides students with the skills and tools that are an integral and complementary component of Teaching as a Profession I and II, which assist in developing pedagogical skills, knowledge, and characteristics necessary for effective teaching.

**Prerequisite:** FE22 Teaching as a Profession II

## FINANCE

Accounting Career Pathway (ACCT)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	BA10 Accounting I HN	BA20 Accounting II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Brokerage Clerk; Tax Preparer			

### Schools Offering: East, Glenn, Reagan, Walkertown

#### BA10 Accounting I HN

Study basic principles of accounting cycle. Emphases include careers, business ownership, analyzing and recording business transactions, preparing, and interpreting financial statements, accounting systems, banking, and payroll. Math and critical thinking skills are reinforced. Prerequisite: Keyboarding skills recommended.

#### BA20 Accounting II HN

Develop in-depth knowledge of accounting procedures used to solve business problems and make financial decisions. Emphases include partnership and corporate accounting, adjustments and inventory control, budgetary control, cost accounting and employment skills. **Prerequisite:** BA10 Accounting I HN

Financial Planning Career Pathway (FNLP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials HN	BF21 Financial Planning I HN	BF22 Financial Planning II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Brokerage Clerk; Loan Interviewer and Clerk			

## Schools Offering: Mt Tabor, Parkland, Walkertown

### BF10 Business Essentials

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

### BF21 Financial Planning I

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also, students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, teambuilding and critical-thinking skills. **Prerequisite: BF10 Business Essentials**

### BF22 Financial Planning II

Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national, and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, teambuilding and critical-thinking skills. This course is eligible for honors weight. **Prerequisite: BF21 Financial Planning I**

## East Forsyth Finance Academy

Financial Planning Career Pathway (FNLP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials HN	BF21 Financial Planning I HN	BF22 Financial Planning II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Brokerage Clerk; Loan Interviewer and Clerk			

### BF10 Business Essentials

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

### BF21 Financial Planning I

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also, students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, teambuilding and critical-thinking skills. **Prerequisite: BF10 Business Essentials**

### BF22 Financial Planning II

Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national, and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, teambuilding and critical-thinking skills. This course is eligible for honors weight. **Prerequisite: BF21 Financial Planning I**

## HEALTH SCIENCE

### Biomedical Technology Career Pathway (BTCP)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
Text	HP71 PLTW Human Body Systems HN OR HU40 Health Science I HN	HB11 Biomedical Technology HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN

**Occupations:** Biological Technician

#### Schools Offering: Atkins

##### HP71 PLTW Human Body Systems HN

In this course students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal manikin and use data acquisition software to monitor body functions.

##### HU40 Health Science I HN

Focus on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Explore health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced.

##### HB11 Biomedical Technology HN

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.

**Prerequisite: HP71 PLTW Human Body Systems OR HU40 Health Science I**

### Healthcare Professional Career Pathway (HPCP)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	HU40 Health Science I HN OR HP71 PLTW Human Body Systems HN	HU42 Health Science II HN	HN43 Nursing Fundamentals HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN

**Occupations:** Healthcare Support Worker, Radiologic Technologist

#### Schools Offering: Career Center, East, Glenn, North, Walkertown

##### HU40 Health Science I HN

Focus on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Explore health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies. Students earn a First Aid Certificate.

##### HU42 Health Science II HN

This course provides instruction for students The course helps students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills related to the Health Science Career Cluster pathways. American Heart Association guidelines will be used for CPR and first aid training. Students earn an OSHA-10 and Stop the Bleed certificates. HOSA or Skills USA activities support networking with health care professionals through Volunteerism.

**Prerequisite: HU40 Health Science I OR HP71 PLTW Human Body Systems**

##### HN43 Nursing Fundamentals HN

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.

**Prerequisite: HU40 Health Science II**

##### HP71 PLTW Human Body Systems

In this course students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal manikin and use data acquisition software to monitor body functions. This course is eligible for honors weight. (Atkins, North)

## JF Kennedy Premier Health Science Academy

JFK Premier Healthcare Career Pathway (HPCP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
HU10 Foundations of Health Science HN	HU40 Health Science I HN	HU42 Health Science II HN	HH32 Pharmacy Technician HN
<b>Occupations:</b> Jobs Respiratory Therapist; Healthcare Support Worker; Licensed Practical and Licensed Vocational Nurse; Medical Assistant; Pharmacy Technician; Registered Nurse			

### HU10 Foundations of Health Science

This local 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. This course is eligible for honors weight. (Atkins, JFK, Walkertown)

### HU40 Health Science I HN

Focus on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Explore health care careers within the context of human body systems.

Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced.

### HU42 Health Science II HN

The course helps students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills related to the Health Science Career Cluster pathways. American Heart Association guidelines will be used for CPR and first aid training. This course contains

a supplemental clinical internship. Language arts, mathematics, and communications are reinforced in this course. HOSA activities support networking with health care professionals through Volunteerism. **Prerequisite: HU40 Health Science I OR HP71 PLTW Human Body Systems**

### HH 32 Pharmacy Technician HN

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. **Prerequisite: HU40 Health Science I**

PLTW Biotechnology Research & Development Career Pathway (PLWB)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
Text HP70 PLTW Principles of Biomedical Sciences HN	HP71 PLTW Human Body Systems HN	HP72 PLTW Medical Interventions HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Biological Technician			

### Schools Offering: Atkins

#### HP70 PLTW Principles of Biomedical Sciences

Students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, medical history, and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

#### HP71 PLTW Human Body Systems HN

In this course students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal manikin and use data acquisition software to monitor body functions. **Prerequisite: HP70 PLTW Principles of Biomedical Science**

#### HP72 PLTW Medical Interventions

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. **Prerequisite: HP71 PLTW Human Body Systems HN**

## North Forsyth Health Science Academy

### HEALTHCARE PROFESSIONAL ACADEMY CAREER PATHWAY

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
Heath Science Fundamentals	HU40: Health Science I HN	HU42 Health Science II HN	HN43 Nursing Fundamentals & Practicum HN OR CTE Internship HN
<b>Occupations:</b> Respiratory Therapist; Healthcare Support Worker; Licensed Practical and Licensed Vocational Nurse; Medical Assistant; Pharmacy Technician; Registered Nurse			

#### 60195 Heath Science Fundamentals

This non-CTE local 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. This course is eligible for honors weight.

#### HU40: Health Science I HN

Focus on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Explore health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced.

#### HU42 Health Science II HN

The course helps students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills related to the Health Science Career Cluster pathways. American Heart Association guidelines will be used for CPR and first aid training. This course contains a supplemental clinical internship. Language arts, mathematics, and communications are reinforced in this course. HOSA activities support networking with health care professionals through Volunteerism. **Prerequisite: HU40 Health Science I**

#### HN43 Nursing Fundamentals and Practicum HN

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. **Prerequisite: HU42 Health Science II**

## HOSPITALITY & TOURISM

### Culinary Arts Applications Career Pathway (CULA)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
FH10 Culinary Arts & Hospitality I HN	FH11 Culinary Arts & Hospitality II Applications HN	FH13 Culinary Arts & Hospitality III HN	FH14 Culinary Arts HN & Hospitality IV Applications HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Chef; Head Cook; Food Service Manager; Transportation, Storage, and Distribution Manager			

#### Schools Offering: Career Center

##### FH10 Culinary Arts & Hospitality

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. This course is eligible for honors weight.

##### FH11 Culinary Arts & Hospitality II Applications

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program's school-based enterprise. The

experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. This course is eligible for honors weight. **Prerequisite: FH10 Culinary Arts and Hospitality I**

##### FH13 Culinary Arts & Hospitality III

The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. This course is eligible for honors weight.

**Prerequisite: FH11 Culinary Arts and Hospitality II Applications**

##### FH14 Culinary Arts & Hospitality IV Applications

This course is designed for students to demonstrate their knowledge and skills in advanced food preparation, garde manger, baking and pastry, and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling a variety of meat, poultry, and seafood entrées served with accompaniments and sauces and yeast breads, desserts, and pastries, while applying human relations management, menu planning, and food service purchasing and receiving. This course is eligible for honors weight.

**Prerequisite: FH13 Culinary Arts and Hospitality III**

Culinary Arts Internship Career Pathway (CULI)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
FH10 Culinary Arts & Hospitality I HN	FH12 Culinary Arts & Hospitality II Internship HN	FH13 Culinary Arts and Hospitality III HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HOSP HN OR WB36 CTE Entrepreneurial Experience HN
<b>Occupations:</b> Chef; Head Cook; Food Service Manager; Transportation, Storage, and Distribution Manager			

## Schools Offering: JFK

### FH10 Culinary Arts & Hospitality I HN

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service.

### FH12 Culinary Arts & Hospitality II Internship HN

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations through mentored work experiences in the food service industry. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. **Prerequisite:** FH10 Culinary Arts and Hospitality I

### FH13 Culinary Arts and Hospitality III HN

The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. **Prerequisite:** FH12 Culinary Arts and Hospitality II Internship

Sport and Event Marketing Career Pathway (SEMK)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	MH31 Sport & Event Marketing I HN	MH32 Sport & Event Marketing II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> First-line Supervisor of Non-Retail Sales Workers; Transportation, Storage, and Distribution Manager			

## Schools Offering: Carver, East, Glenn, JFK, Mt Tabor, North, Parkland, Reagan, RJR, Walkertown, West, WSPA

### MH31 Sport & Event Marketing I

Designed for students interested in sports, entertainment, and event marketing. Emphasis placed on branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Skills in communication, human relations, psychology, and mathematics are reinforced. This course is eligible for honors weight.

### MH32 Sport & Event Marketing II HN

Designed for students interested in advanced study of sports, entertainment, and event marketing. Emphasis is placed on business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion, and sponsorships. **Prerequisite:** MH31 Sport and Event Marketing I

Travel and Tourism Career Pathway (TRTO)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FH31 Hospitality and Tourism Management I HN	FH32 Hospitality and Tourism Management II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> First-line Supervisor of Non-Retail Sales Workers; Food Service Manager; Lodging Manager; Transportation, Storage, and Distribution Managers			

## Schools Offering: Carver, JFK, Mt Tabor, RJR, West

### FH31 Hospitality and Tourism Management I

Students will discover the limitless possibilities in the hospitality and tourism industry. Explore this multi-faceted industry and the impact on society, environment, and economy. Investigate ways to engage in exceptional guest service. Gain the knowledge, skills, and industry certification for careers in hospitality and tourism management.

### FH32 Hospitality and Tourism Management II

Students recognize career opportunities for management in the hospitality and tourism industry. Apply knowledge of the industry to develop a marketing plan for a company. Practice financial management, sales, and leadership for this dynamic industry. Gain the knowledge, skills, and an industry credential for careers in hospitality and tourism management. **Prerequisite:** FH31 Hospitality and Tourism Management I

## HUMAN SERVICES

### Counseling and Mental Health Career Pathway (CMHC)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FC13 Counseling and Mental Health I HN	FC14 Counseling and Mental Health II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN

**Occupations:** Residential Advisor

CCP Options for Seniors: **Early Childhood Certificate** - [CCP Pathways Booklet](#)

#### Schools Offering: Glenn, Mt Tabor, RJR, West

##### **FC13 Counseling and Mental Health**

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the lifespan. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships.

##### **FC14 Counseling and Mental Health II**

Students in this course will gain a deeper understanding of the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal well-being. **Prerequisite: FC13 Counseling and Mental Health I**

### Early Childhood Development & Services Career Pathway (EACH)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FE60 Child Development HN	FE11 Early Childhood Education I (2 credit course) HN	FE12 Early Childhood Education II CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN

**Occupations:** Kindergarten, Elementary & Preschool Teachers (except Special Education); Teaching Assistants all levels

CCP Options for Seniors: **Early Childhood Certificate** - [CCP Pathways Booklet](#)

#### Schools Offering: East, Glenn, Mt Tabor, North, RJR, Walkertown, WSPA

##### **FE60 Child Development**

This course focuses on the basic scientific This course introduces students to responsible nurturing, prenatal care, basic child development stages and problems associated with young parenting. Emphasis on the parents' responsibilities and influence on children. This course is eligible for honors weight.

##### **FE11 Early Childhood Education I HN (credit course)**

This two-credit course prepares students to work with children in early education and childcare settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends, and opportunities in this field. A hands-on internship with infants, toddlers, preschoolers, elementary age, and/or special needs students makes up 50 percent of the instructional time. 2022-23 Students must be 16 by October 1 and subject to a criminal background check **Prerequisite: FE60 Child Development**

##### **FE12 Early Childhood II HN**

Students will Discover characteristics for effective early childhood education activities. Prepare high quality instructional materials and activities for early childhood classrooms. Create engaging lesson plans for children birth to age 12. Gain the knowledge and skills for careers in the early childhood education pathway.

**Prerequisite: FE11 Early Childhood Education I HN**

Food and Nutrition Career Pathway (FONU)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FN41 Food and Nutrition I HN	FN42 Food and Nutrition II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Dietetic Technician			

**Schools Offering:** Carver, East, Glenn, Mt Tabor, North, Parkland, Reagan, RJR, Walkertown, West

### FN41 Food and Nutrition I

Emphasizes the relationship of diet to health and the selection of foods to satisfy needs. Learn to use and care for the kitchen while learning to prepare, store and serve a variety of foods. This course is eligible for honors weight.

### FN42 Food and Nutrition II

This course focuses on advanced food preparation techniques while applying nutrition, food science and test kitchen concepts using modern technology. Students take the exam for a nationally recognized food safety credential. This course is eligible for honors weight. **Prerequisite:**

**FN41 Food and Nutrition I**

Cosmetology Career Pathway (COSMO)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	IL09 Cosmetology I HN	IL10 Cosmetology II HN	CTE Internship (required) HN
<b>Occupations:</b> Hairdresser, Hairstylist, and Cosmetologist; Makeup Artist, Theatrical and Performance; Manicurist; Pedicurist; Skincare Specialist			

**Schools Offering:** Career Center

### IL09 Cosmetology I

This course introduces developmental skills, employment opportunities and career information required for the cosmetology industry. Topics include facials, manicures, hair cutting, chemical relaxing and restructuring, wet hair styling, hair coloring and high lighting. Students are required to work in after-school/weekend settings to earn the required 600 hours. Students must also enroll in CTE Internship (WB392X0HC0) course to complete the three units of credit necessary to complete the program. This course is eligible for honors weight.

### IL10 Cosmetology II

This course provides advanced development of cosmetology processes, techniques, and skills. Topics include hair coloring techniques; chemical servicing; identification and treatment of disorders of the skin, scalp, and hair; manicuring; pedicuring; artificial nails; hair removal; and permanent waving techniques. Students must also enroll in CTE Internship (WB392X0HC0) course to complete the three units of credit necessary to complete the program. Career Center is an accredited Cosmetology School under the NC Board of Cosmetic Arts Examiners and students can earn

an Apprentice Cosmetology License through this program. This course is eligible for honors weight.

**Prerequisite:** Cosmetology I

## INFORMATION TECHNOLOGY

Artificial Intelligence (ARIN)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	BN41 Artificial Intelligence I	TBA	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Computer and Information Systems Manager; Computer Network Architect; Computer Systems Analysts; Database Architect; Network and Computer Systems Administrators; Software Quality Assurance Analysts and Testers			

**Schools Offering:** Carver, Glenn

### BN41 Artificial Intelligence I

This course explores the foundations of Artificial Intelligence in society and the workplace, including programming, data science, mathematical reasoning, and real-world applications of Artificial Intelligence. Students will learn the foundational skills to understand how to interact and develop Artificial Intelligence solutions in various settings.

Python Programming (PYPR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	BP14 Python Programming I HN	BP16 Python Programming II HN	2A02 AP Computer Science A OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Desktop Publisher			

### Schools Offering: Career Center

#### **BP14 Python Programming I HN**

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

#### **BP16 Python Programming II HN**

This course will prepare students for Jobs and

careers connected with software development, which includes not only creating the code itself, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge which will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. Also, students will learn IoT (Internet of Things) skills which can help transform any business in any industry. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. Associate

certification scaffolds to certification as a Certified Expert in Python Programming. **Prerequisite: BP14 Python Programming I HN.**

#### **2A02 AP Computer Science A HN**

This is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

**Prerequisite: BP42 Computer Science II OR 0A02 AP Computer Science Principles**

Computer Science Principles Career Pathway (CSPR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	BP41 Computer Science I HN	0A02 AP Computer Science Principles OR BP42 Computer Science II HN	2A02 AP Computer Science A OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Desktop Publisher; Web Developer			

### Schools Offering: Atkins, Carver, East, Glenn, Mt Tabor, North, Paisley, Parkland, Reagan, RJR, West

#### **BP41 Computer Science I HN**

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. These include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play.

#### **0A02 AP Computer Science Principles**

This course introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world. **Prerequisite: BP41 Computer Science I**

#### **BP42 Computer Science II HN**

This is a second level introductory course in computer science (based on The Beauty and Joy of Computing) built on the foundation of Computer Science. This course offers a more in-depth examination of the "big CS ideas" including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal

impacts of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. As an option, student may elect to take course for AP credit within the first 10 days.

**Prerequisite: BP41 Computer Science I**

#### **2A02 AP Computer Science A**

This is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

**Prerequisite: BP42 Computer Science II OR 0A02 AP Computer Science Principles**

Cybersecurity Career Pathway			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	BL66 Fundamentals of Information Security I HN	BL67 Fundamentals of Information Security II HN	BL68 Information Security III CTE Internship HN
<b>Occupations:</b> Network and Computer Systems Administrator			
CCP Options for Seniors: <b>Cyber Security Certificate</b> - <a href="#">CCP Pathways Booklet</a>			

## Schools Offering: Carver

### BL66 Fundamentals of Information Security I

Students will complete hand-on coursework that allows them to pass the IT Fundamentals+ credential and the IT A+ Credential.

### BL67 Fundamentals of Information Security II

Students will complete hands-on coursework that allows them to pass the Network+ credential. This course is designed to prepare students to understand networking concepts, infrastructure and network operations. Students will learn about network security, troubleshooting methodology, and troubleshooting tools. **Prerequisite:** Information Security I

### BL68 Information Security III

This course is designed to prepare students to understand general security concepts, threats, and vulnerabilities. Students will learn about security architecture, operations, and security program management.

**Prerequisite:** BL67 Fundamentals of Information Technology II

## LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Emergency Medical Technology (EMMT)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	IP21 Emergency Medical Technology I HN	IP22 Emergency Medical Technology II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Fire Inspector and Investigator; First-line Supervisor of Correctional Officers; Police and Sheriff's Patrol Officer			
CCP Options for Seniors: <b>EMT Certificate Certificate</b> - <a href="#">CCP Pathways Booklet</a>			

## Schools Offering: North

### IP21 Emergency Medical Technology I HN

This course is aligned to the Emergency Medical Responder certification (EMR) available from the North Carolina Office of Emergency Medical Services. The course includes clinical skills in each area as specified by NC OEMS for successful completion of this certification. Schools should use resources from the community to help deliver instruction to the students. Students must turn 17 prior to the end of the course to be enrolled in this course per NC OEMS requirements.

### IP22 Emergency Medical Technology II HN

This course is aligned to the Emergency Medical Technician certification (EMT) available from the North Carolina Office of Emergency Medical Services. The course includes clinical skills in each area as specified by NC OEMS for successful completion of this certification. Schools should use resources from the community to help deliver instruction to the students. **Prerequisite:** IP21 Emergency Medical Technology I HN

Fire Fighter Technology Career Pathway (FIFI)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IP11 Public Safety HN	IP31 Firefighter Technology I HN	IP32 Firefighter Technology II HN	IP33 Firefighter Technology III HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Fire Inspector and Investigator; Firefighter; Emergency Management Director; First-Line Supervisor of Police and Detective			

### Schools Offering: Glenn, Walkertown, West

#### IP11 Public Safety I

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100, 200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. This course is eligible for honors weight.

#### IP31 Firefighter Technology I

Covers part of the N.C. Fire Fighter I/II certification modules required for fire fighters in NC. Modules

include fire department orientation and safety; fire prevention, education, and cause; fire alarms and communications; fire behavior; personal protective equipment; portable fire extinguishers; and fire hose, streams, and appliances. This course is eligible for honors weight. **Prerequisite: IP11 Public Safety I**

#### IP32 Firefighter Technology II

Covers additional NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. Modules include ropes, ladders, forcible entry, ventilation, water supply, sprinklers, and foam fire stream. This course is eligible for honors weight.

**Prerequisite: IP31 Fire Fighter Technology I.**

#### IP33 Firefighter Technology III HN

This course covers additional NC Fire Fighter certification modules required for all fire fighters in NC. They include water supplies, sprinklers, fire & life preparedness, rescue, mayday, safety & survival. **Prerequisite: IP32 Fire Fighter Technology II**

Public Safety Career Pathway (PSPW)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	IP11 Public Safety I HN	IP12 Public Safety II HN	IP33 Firefighter Technology III HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Fire Inspector and Investigator; First-line Supervisor of Correctional Officers; Police and Sheriff's Patrol Officer			
<b>CCP Options for Seniors: EMT Certificate Certificate - CCP Pathways Booklet</b>			

### Schools Offering: Glenn, Walkertown, West

#### IP11 Public Safety I

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100, 200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. This course is eligible for honors weight.

#### IP12 Public Safety II

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification and NECI 40-hour 9-1-1 Basic Communications course certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. English language arts are reinforced.

**Prerequisite: IP11 Public Safety I**

## MANUFACTURING

Advanced Mechatronics Career Pathway (ADMA)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
		IM12 Advanced Mechatronics II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Electrical and Electronic Engineering Technologists and Technicians; Engineering, Industrial Engineering, and Mechanical Engineering Technologists and Technicians			
CCP Options for Seniors: <a href="#">CCP Pathways Booklet</a>			

### Schools Offering: Career Center

#### IM11 Advanced Mechatronics I

This course is the first part of a two-part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers introduction to manufacturing, safety, and equipment maintenance and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers.

Topics included in this course include Introduction to Advanced Manufacturing, Communications, Production Teams, Training & Leadership, Safety Organization, Personal Protective Equipment, Fire and Electrical Safety, Work Area Safety, Hazardous Material Safety, Tool and Machine Safety, Material Handling Safety, Welding, Basic Electrical Circuits, Electrical Measurement, Electrical Power, Pneumatic, Power Systems, Hydraulic Power Systems, Lubrication Concepts, Bearings and Couplings, Belt Drives, Chain Drives, Machine Control Concepts, and Machine Automation.

#### IM12 Advanced Mechatronics II

This course is the second part of a two-part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers quality and processes and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT).

**Prerequisite:** IM11 Advanced Mechatronics I

## MARKETING

Sales Career Pathway (PRSM)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	MI31 Sales I HN	MI32 Sales II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> First-line Supervisor of Non-Retail Sales Workers; First-Line Supervisor of Retail Sales Workers			

### Schools Offering: Reagan, RJR

#### MI31 Sales I

This course will teach students the basic knowledge about the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process. This course is eligible for honors weight.

#### MI32 Sales II

This course will teach students the art of selling and will build on the content from the Sales I course. Students will further develop their personal brand and continue to work on communication and customer service skills and learn about pre- and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet. This course is eligible for honors weight. **Prerequisite:** MI31 Sales I

## SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Drafting Engineering Career Pathway (DREN)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	IC61 Drafting I HN	IV22 Drafting II – Engineering HN	IV23 Drafting III – Engineering HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Architectural and Civil Drafter; Mechanical Drafter			

### Schools Offering: East, Mt Tabor, Reynolds

#### IC61 Drafting I

Introduces the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, CAD (computer-assisted design), orthographic projection and 3D modeling. Skills in communication, mathematics, science, and leadership are reinforced. Students will earn the AutoCAD Certified User credential which is a recognized industry credential. This course is eligible for honors weight.

#### IV22 Drafting II HN – Engineering

Focuses on engineering graphics, symbol libraries, industry standards and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and construction of 3D wireframe models using CAD. Mathematics, science, and mechanical engineering concepts involving the working principles and design of cams and gears are reinforced. Credential aligned to this course is the INVENTOR Certified User credential. **Prerequisite: IC61 Drafting I**

#### IV23 Drafting III HN – Engineering

Introduces advanced engineering concepts using CAD tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. Science and mathematics concepts are reinforced. **Prerequisite: IV22 Drafting II: Engineering**

Technology Engineering & Design Career Pathway (TEND)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	TE11 Technology Engineering & Design HN	TE12 Technological Design HN OR TE13 Engineering Design HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Civil Engineering Technician; Engineering Technician; Mechanical Engineering Technician			
<b>CCP Options for Seniors: Leading to associate in engineering - CCP Pathways Booklet</b>			

### Schools Offering: East, Glenn, Mt Tabor, Parkland, Reagan, Walkertown

#### TE11 Technology Engineering & Design

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities, students are introduced to 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. This course is eligible for honors weight.

#### TE12 Technological Design HN

This course continues to apply the skills, concepts, and principles of design. The design

fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English language arts, mathematics and science are reinforced. This course is eligible for honors weight. **Prerequisite: TE11 Technology Engineering and Design**

#### TE13 Engineering Design HN

This course continues to apply the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological systems, design optimization and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect and report data. This course is eligible for honors weight.

**Prerequisite: TE11 Technology Engineering & Design**

PLTW Engineering Career Pathway (PLWE)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	TP11 PLTW Introduction to Engineering Design HN OR TP12 PLTW Principles of Engineering HN	TP21 PLTW Digital Electronics HN OR TP22 PLTW Computer Integrated Manufacturing HN OR TP23 PLTW Civil Engineering & Architecture HN	ITP31 PLTW Engineering Design & Development HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Aerospace Engineering and Operations Technician; Civil Engineering Technician; Electrical and Electronics Engineering Technician; Electro-Mechanical Technician			

## Schools Offering: Atkins

### TP11 PLTW Introduction to Engineering Design

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. This course is eligible for honors weight.

### TP12 PLTW Principles of Engineering

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about the social and political consequences of technological change. This course is eligible for honors weight. to this course is the INVENTOR Certified User credential.

### TP21 PLTW Digital Electronics

A course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry before the construction of circuits and devices. This course is eligible for honors weight. **Prerequisites: TP11 Introduction to Engineering Design or TP12 Principles of Engineering**

### TP22 PLTW Computer Integrated Manufacturing HN

A course that applies principles of robotics, automation, and CAD design. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included. This course is eligible for honors weight. **Prerequisites: TP11 Introduction to Engineering Design or TP12 Principles of Engineering**

### TP23 PLTW Civil Engineering & Architecture HN

This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields. Students use state-of-the-art software to solve real world problems and communicate solutions in hands-on projects and activities. Topics covered include the roles of civil engineers and architects, project planning, site planning, building design and project documentation and presentation. This course is eligible for honors weight. **Prerequisites: TP11 Introduction to Engineering Design or TP12 Principles of Engineering**

### TP31 PLTW Engineering Design & Development HN

An engineering research course in which students work to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year. This course is eligible for honors weight.

**Prerequisite: three units in the Pre-Engineering strand**

## TRANSPORTATION, DISTRIBUTION & LOGISTICS

Automotive Services Career Pathway (AUTO)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IT11 Automotive Service Fundamentals HN	IT16 Automotive Service I HN	IT17 Automotive Service II HN	CIT18 Automotive Service III HN OR CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Automotive Service Technician and Mechanic; Bus and Truck Mechanic; Diesel Engine Specialist; Motor Vehicle Electronic Equipment Installer; Mobile Heavy Equipment Mechanic; Motorcycle Mechanic			

### Schools Offering: Career Center

#### IT11 Automotive Service Fundamentals

Introduction to automotive industry skills and knowledge in service and safety, engine repair, automatic transmissions and transaxles, manual drivetrain, and axles. As part of the NATEF accreditation for the AUTO pathway program, topics are aligned to the ASE Maintenance and Light Repair (MLR) requirements. This course is eligible for honors weight.

#### IT16 Automotive Service I

Introduction to basic automotive skills in suspension and steering, heating and air conditioning and engine performance. As part of the ASE Education Foundation accreditation for the AUTO pathway program, topics are aligned to the ASE Maintenance and Light Repair (MLR) requirements. This course is eligible for honors weight. **Foundational Prerequisite: IT11 Automotive Service Fundamentals**

#### IT17 Automotive Service II HN

Development of advanced knowledge and skills in vehicle systems repair and replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering and suspension systems. Emphasizes hands-on experience. As part of the ASE Education Foundation accreditation for the AUTO pathway program, topics are aligned to the ASE Maintenance and Light Repair (MLR) and ASE Entry level Certification-Brakes requirements.

**Prerequisite: IT16 Automotive Service I**

#### IT18 Automotive Service III HN

Builds advanced automotive skills in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering and suspension systems. Emphasizes hands-on experience. As part of the NATEF

accreditation for the AUTO pathway program, topics are aligned to the ASE Maintenance and Light Repair (MLR) requirements. ASE Entry-Level Certification - Electrical/Electronic Systems AND Auto Maintenance and Light Repair Certification Test (G1) Credentials are offered.

**Prerequisite: IT17 Automotive Service II**

Collision Repair Career Pathway (COLL)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IT30 Collision Repair Fundamentals HN	IT31 Collision Repair I HN	IT32 Collision Repair II Non-Structural HN OR IT33 Collision Repair II Refinishing HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Automotive Body and Related Repairer; Automotive Glass Installer and Repairer			
<b>CCP Options for Seniors: Non-Structural Damage Certificate - CCP Pathways Booklet</b>			

### Schools Offering: Career Center

Note: Courses are offered in pairs – 2 courses each year beginning in the student's junior year. Students are expected to attempt the credentials offered in the Level 2 courses.

#### IT30 Collision Repair Fundamentals

This course uses the industry recognized curriculum from i-CAR with twelve modules to provide an overview of the collision repair industry. Topics include vocabulary, various automotive systems, assembly, and safety. This course is eligible for honors weight.

#### IT31 Collision Repair I

Focuses on non-structural repairs to automobiles. Using curriculum materials from the industry recognized i-CAR organization, students will learn

about trim and hardware, material identification, steel cosmetic straightening and plastic repair, movable glass replacement, and bolted-on parts replacement. This course is eligible for honors weight. **Prerequisite: IT30 Collision Repair Fundamentals**

#### IT32 Collision Repair II Non-Structural HN

This course continues the focus on non-structural repairs to automobiles. Using curriculum materials from the industry recognized i-CAR organization, students will learn additional information about trim and hardware, material plastic repair, movable glass replacement and bolted-on parts replacement leading to I-CAR Platinum Non-Structural Technician Certification (industry

credential). **Prerequisite: IT31 Collision Repair I**

#### IT33 Collision Repair II Refinishing HN

This course is designed to focus on refinishing automobiles. Using curriculum from the industry recognized I-CAR organization, students will learn about repairing and priming vehicles and vehicle parts; use and maintain a spray gun; mix, store, and dispose of hazardous materials; understand the corrosion protection process; sand, buff, and detail a refinished vehicle. Industry recognized certification is ICar Platinum Refinishing Certification. **Prerequisite: IT31 Collision Repair I**

Aviation Career Pathway (AVIA)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	IL77 Aviation I HN	IL78 Aviation II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Aerospace Engineering and Operations Technician; Mechanical Drafter			

## Schools Offering: Career Center

### IL77 Aviation I

This class is designed to inspire, prepare, and challenge the student to pursue a career in aviation and aerospace. Students develop skills in the basic sciences related to careers in aviation and aerospace. Classroom and laboratory activities include study of aviation structures, systems and power plants leading to the aviation maintenance technician certificate. This course is eligible for honors weight.

### IL78 Aviation II

Students consider aviation structures, advanced systems and electricity, the lab activities include the study of airframes and power plant maintenance systems. The focus is on the maintenance of the aircraft and related careers. This course is eligible for honors weight. **Prerequisite: IL77 Aviation I**

Drone Pathway (DRON)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	ID11 Drone Technology I HN	ID12 Drone Technology II HN	CTE Advanced Studies HN OR CTE Apprenticeship HN OR CTE Internship HN
<b>Occupations:</b> Commercial Pilot; Detective; Criminal Investigator; Firefighter; Pesticide Handler; Sprayer; Pesticide Applicator			

## Schools Offering: Career Center

### ID11 Drone Technology I HN

This course is designed to provide students with basic information about the drone industry to understand careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. Content includes understanding drones, procedures for troubleshooting drone hardware, FAA Part 107 licensing, and NC DOT UAS Operator Permit. This course is also designed for an introduction to basic flight of drones to include

manual flight 33 High School Registration 2022-23 and flight and mapping software. Students will earn their Part 107 credential and NC DOT UAS Operator Permit.

### ID12 Drone Technology II HN

This course is designed to deepen skills learned in Drone Technology 1. Students will be introduced to the credentials available from the Unmanned Safety Institute and have opportunities to earn

credentials in the areas of Small UAS Safety, Visual Line of Sight Operations, Advanced UAS Operations, and Professional Remote Operator. Various uses of drones in the business world will be explored and instruction on how to create a drone business. Prerequisite: Drone Technology 1, successful completion of Part 107 license and NC DOT UAS Operator Permit.

**Prerequisite: ID11 Drone Technology I**

## NON-PATHWAY CTE COURSES

### **BM20 Microsoft: Excel HN (East, Mt Tabor, West)**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and innovative software tools to tackle real-world challenges in the classroom environment. Learn how to use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate distinct types of data.

### **CC45 Career Management HN (JFK, Parkland & WSPA only)**

Designed to develop the fundamental attitudes and behaviors needed to secure employment and advance in a career. Skills are generic to all occupations and emphasize proficiency in the workplace, problem solving, teamwork, and self-management. The work-based learning strategy appropriate for this course is an internship. This course is eligible for honors weight.

### **FE60 Child Development HN**

This course introduces students to responsible nurturing, prenatal care, basic child development stages and problems associated with young parenting. Emphasis on the parents' responsibilities and influence on children. This course is eligible for honors weight. Reagan and West

### **Drone Technology Fundamentals HN**

This course will provide students with knowledge in the field of aviation related to drone technology. Students will also learn the skills needed to fly basic drones for recreational purposes. Carver

### **FN41 Food and Nutrition I HN (JFK)**

Emphasizes the relationship of diet to health and the selection of foods to satisfy needs. Learn to use and care for the kitchen while learning to

prepare, store and serve a variety of foods. This course is eligible for honors weight.

### **BI50 IB Business Management HN (Parkland)**

This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also, the experience includes students working through ethical dilemmas and problem-solving situations with customer service while academic and critical-thinking skills. This course is eligible for honors weight.

### **HU10 Foundations of Health Science HN (Atkins)**

This course is designed for students to acquire foundational knowledge pertinent to healthcare professionals. Topics include advancements in healthcare, medical terminology, mathematics used in healthcare, the domains of healthcare, and in-demand healthcare careers. Students will enhance their communication, leadership, and career decision-making skills.

### **HN43 Nursing Fundamentals and Practicum HN (Atkins)**

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 NCAC36.0318(i), which requires the ratio of teacher to HN43 Nurse Aide students be 1:10 or less while in the clinical area. DHSR applies this 1:10 ratio to the classroom and laboratory training area. HN43 Nursing Fundamentals is total Nurse Aide 1 training.

### **HL02 Biotechnology I HN (Atkins)**

This course answers the question "What is Biotechnology?" Students learn answers to the question through laboratory experiments involving raw materials, DNA, products of biotechnology, and others. Emphasis is on safety, standard laboratory operating procedures, keeping a scientific notebook, research techniques, and career opportunities.

### **HL03 Biotechnology II HN (Atkins)**

This course follows Biotechnology I and further strengthens laboratory skills, following SLOP, safety, research, and career opportunities.

### **TE11 Technology Engineering & Design HN (Paisley)**

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities, students are introduced to 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. This course is eligible for honors weight.

## Magnet School Options

Magnet School options for WS/FCS high school students have expanded over the years with a particular focus on aligning themes Kindergarten through 12th grade. Programs are North Forsyth (Medical/Health Science/National Academy Foundation (NAF) Academy of Health Sciences), Atkins Academic & Technology High (STEM), Early College of Forsyth, Forsyth Middle College, John F. Kennedy High School (Career & Technical), Paisley IB Magnet (Middle Years Programme) Parkland IB Magnet (Career & Diploma Programmes), R.J. Reynolds High (Visual & Performing Arts), and Winston-Salem Preparatory Academy. For more information about any Magnet school/program, please contact Dr. Karen Roseboro, Chief Officer Choice and Magnet Schools, or the WS/FCS Magnet School Office at (336) 748-3302 ( [www.wsfcs.k12.nc.us/page/1020](http://www.wsfcs.k12.nc.us/page/1020)).

## North Forsyth High School

North Forsyth High School is proud to provide students with an exciting new magnet school opportunity. As the district's first Health Science themed magnet school, we provide students with specialized coursework and extension activities that connect to health sciences and medicine.

These industries feature prominently in our triad community, and North will provide students with exposure to a variety of locally available careers and educational options. Our school recognizes the community need for health science related professionals and aims to produce highly qualified and dedicated students to fill local business and industry needs.

North offers innovative programming, including project-based classroom activities, integrated core coursework, and specialized courses. Learning will be richer and students will be able to dive deeper into content through on and off campus

experiences such as field trips, guest speakers, community service and projects with business partners. Students also have the opportunity to participate in mentoring, job shadowing and internships and may earn specialized certifications in several of the offered pathways.

Students will take an introductory health science seminar to expose them to content, careers, and educational opportunities prior to selecting a specialized pathway. This course will introduce students to both content and important transferable skills such as collaboration, communication, problem solving and service to others. Students will then select one of seven unique pathway choices: Nursing, Emergency Medicine (EMT), Pre-Medicine, Biomedicine, Medical Information Technology, Health and Wellness, and Sports Medicine.

North also offers the district's only National Academy Foundation (NAF) Academy of Health

Sciences. This Academy will serve cohorts of students who desire more intensive experiences in Health Sciences and includes a paid internship opportunity and NAFTrack Certification for students who successfully complete the required coursework and meet completion criteria.

Along with specialized courses, North will continue to offer courses in Art, Music, Theatre, JROTC and Foreign Language as well as a wide variety of Career and Technical courses. Traditional, Honors, Seminar and Advanced Placement courses are available, and will be infused and/or integrated with Health Science content and connections. Students will also have the opportunity to take college level courses while still in high school.

North Forsyth's program is provided to students who are accepted through the magnet application process as well as to our residential students. For more information, please contact the school.

## Atkins Academic and Technology High School

Atkins Academic and Technology High School is like no other in Forsyth County. Much like a college or university, it offers STEM majors focusing on Biotechnology, Biomedical Technology, Digital Media (Adobe) Game Design, Digital Design and Animation, Engineering, and Health Science. These major areas of study provide rigorous high-level classes that prepare students for courses in those subjects in college. Equipment in these major areas is comparable to that found in college labs or in the workplace. Business, industry, and community leaders support each STEM major. To prepare for careers and college-level work, students participate in mentoring, job shadowing and internships programs.

Majors in Biotechnology, Biomedical Technology, and Health Science provide students with medical

science and biotechnology lab skills. The Health Science major allows students to earn CNA licensure as a first step to further training in the medical field. The Biotechnology and Biomedical Technology majors prepare students for further study in Microbiology, Immunology, Pharmacology and Bioethics.

Students who major in Digital Media, Game Design and Digital Design and Animation study principles of design, web graphics, interactive animation and modeling as well as video production. They gain experience in a broad range of graphic techniques. Students in the Creative Media Technology will earn certifications as they focus on theory and operations of the use of graphic design.

The Engineering major is designed for students

wanting to pursue a career in Engineering beyond high school. Students will learn and experience various principles of Engineering such as 3D modeling, control systems, Engineering Design Process, Digital Electronics and Civil Engineering and Architecture. Students learn how math and science are applied to the real world. This major relies on understanding mathematical concepts in order to produce student artifacts.

Atkins is a dedicated magnet school. Admission is by magnet application only.

Principal Dr. Chris Nichols.  
For more information, please contact the Magnet Coordinator Monta' Ervin [Lmervin@wsfcs.k12.nc.us](mailto:Lmervin@wsfcs.k12.nc.us) or (336) 703-6754  
Visit [www.wsfcs.k12.nc.us/ahs](http://www.wsfcs.k12.nc.us/ahs) "Why Choose Atkins?"

## Winston-Salem Preparatory Academy

Winston-Salem Preparatory Academy (WSPA) is housed in the historic Atkins High School. Although the school was initially dedicated in 1931, WSPA was established in 2004 as a magnet school to attract highly motivated students whose primary interest is to prepare themselves for college or a career-based post-secondary opportunity.

WSPA is among a select number of schools in the district to host the AVID Initiative and the GEAR UP Program centered around preparing students for college readiness and success. We expose our students to educational experiences that help them achieve their full potential. WSPA students prove that they are eager for these extended learning opportunities as they have consistently maintained the highest graduation rates in the district.

Winston-Salem Prep Academy currently serves about 400 students in grades 6-12 with small class sizes in a family-oriented setting that emphasizes personalized learning. Students are enrolled in a rigorous and relevant curricular program where

students have the opportunity to take honors-level coursework and are in close proximity to the Career Center for Advanced Placement and Career & Technical Education opportunities. Electives include band, chorus, art, dance, Spanish, and CTE courses. Students also have the opportunity to engage in various extracurricular clubs, sports, and academic opportunities like Crosby Scholars, DECA, National Honor Society, and National Technical Honor Society.

WSPA magnet programming is designed to expose students to career opportunities supported by internships, apprenticeships, and credentialing. When high school students are accepted to WSPA, they commit to completing their graduation requirements AND their selected CTE pathway. The three WSPA magnet CTE pathways include:

**Sports Management**, where students explore careers in the sports industry, including recruiting, sports marketing, business operations, sports media, and motorsports.

**Entrepreneurship**, where students combine strategy, finance, and marketing in pursuit of creating a successful business career.

**Human Services**, where students prepare for employment in careers like early childhood development, education, counseling, mental health, family & community services, and personal care.

For more information, please contact Dr. Keisha Gabriel, Principal, at (336) 703-6732.

## R.J. Reynolds High School

Since 1923, the arts have been an important part of Reynolds' academic offerings and a source of pride for students, parents and alumni. Since becoming a magnet high school in 2007, R.J. Reynolds provides even more opportunities for creativity, originality and critical thinking by integrating the arts into all subjects and using the A+ Essentials to reach the needs of its diverse student body. This combination of arts and academics continues to support our tradition of nationally recognized excellence.

Reynolds also offers arts courses in Visual Arts, Choral Music, Piano, Band, Orchestra, Classical Guitar, Theatre, Dance and Creative Writing while offering a complete high school experience, including strong academics, athletics and arts programs. Reynolds has award-winning arts programs and has been recognized as the high school model for the A+ Schools Program, a Magnet School of America School of Excellence and a Kennedy Center School of Excellence. Reynolds embraces its rich history and tradition of excellence while keeping abreast of best practices, technology and today's curriculum. Students are exposed to the arts through whole-school arts experiences and exhibits, school-wide themes and arts enhancement/integration. Students take advantage of living in the City of Arts and

Innovation through field trips, speakers, performers, internships and master classes. At Reynolds, real world applications and experiences are blended seamlessly with state curriculum.

The unique year-long Seminar in the Arts course taken during Freshman year builds skills necessary for success in high school and beyond. At the end of their freshman year, students choose their Art Path:

- "Arts Aware:" Students experience the arts as a learning vehicle in their traditional academic subjects areas, resulting in a deeper, connective academic understanding, but do not take further arts electives.

- "Arts Infused:" In addition to arts-enriched core academic classes, students take at least three arts classes with a broad scope. These arts electives give students the opportunity to discover latent artistic talents and promote general creativity.

- "Arts Intensive:" Arts-enriched core academic classes are the foundation for students' intensive arts 'major.' Students take a succession of demanding arts classes in a particular area of interest/talent. An audition or portfolio review is required for placement for the arts intensive students. These students participate in special exhibits, competitions and programs. They may choose to have an internship in their area of interest

during their junior or senior years.

### The Arts Community

By creating partnerships with community arts programs, community service organizations and area universities and colleges, students are exposed to the arts-rich community in which we live. Two campus-wide arts experiences per year support the creative culture at Reynolds and ensure that all students have exposure to high-quality arts programs. Live lunchtime performances, art exhibits throughout the buildings, projectors and sound systems in the cafeteria facilitate arts integration and presentation.

### Why Choose R. J. Reynolds?

Backed by a tradition of more than 90 years of academic excellence, a dedicated and innovative faculty and staff, unmatched on-campus arts facilities, and an arts-rich region, R. J. Reynolds High School is poised to expand and extend its legacy of academic excellence well in to the 21st century. When joining R. J. Reynolds High School, students become a part of this proud tradition and exciting future. For more information, contact Pamela Henderson-Kirkland, Arts Magnet Director, at [pehenderson@wsfcs.k12.nc.us](mailto:pehenderson@wsfcs.k12.nc.us). Contact RJR student services at 703-4146 to schedule a tour.

## Middle College of Forsyth

Middle College of Forsyth (MCF) is a magnet high school located on the campus of Forsyth Technical Community College. MCF offers an innovative learning environment for juniors and seniors with a focus on individual educational choices. It is designed for students who desire a flexible schedule and are interested in starting their college experience while in high school.

Students are expected to take Forsyth Tech college classes while enrolled in MCF, and students graduate with transferable college credit along with their high school diploma. College courses are offered at different times of the morning, afternoon, evening, and online. Middle College of Forsyth students can take college courses tuition-free

and may earn up to a year or more of transferable college credit. In addition, MCF students have a great deal of flexibility in class offerings/course of study.

To be considered for admission to Middle College of Forsyth, a student must:

- have at least 10 high school credits
- have successfully completed English I & II, Math I & II, Biology, PE I & II, and Life Skills
- have a minimum 2.8 unweighted GPA
- have no discipline issues
- have no attendance issues

In order to apply, students must complete the online application and students must submit two recommendations: one from an ELA/ SS

teacher and one from a Math/Science teacher. The recommendation forms are embedded in the application in Scribbles. Selected applicants will be invited for an interview.

Middle College of Forsyth admits students in August and January of each school year limits enrollment to 120 students. For more information, contact the Middle College main office at 336-734-7437 or the school counselor at 336-734-7163.

## International Baccalaureate (IB)

The IB Programme at Paisley and Parkland prepares students for college level work. Colleges and universities look favorably on the IB program as an indication of a student's level of motivation and ability to perform in a rigorous and challenging academic program.

## Paisley Magnet Middle Years Programme

### For 9th & 10th Graders

The International Baccalaureate Middle Years Programme provides a framework of academic challenges that encourages students to both embrace and understand connections between traditional subjects and the real world and to become critical and reflective thinkers. Paisley's 9th and 10th graders are prepared to excel in their final two years of high school, college, and beyond.

The MYP embodies three fundamental concepts: communication (valuing language

acquisition in at least two languages), holistic learning (finding connections across and within the grade levels), and intercultural awareness (a growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures).

MYP students learn more than facts. Teachers design units around a range of ideas and issues that are personally, locally, internationally, and globally significant. Students regularly participate in activities that promote oratorical proficiency and

higher-order thinking.

9th and 10th grade courses are taken at the honors level and earn a 0.5 extra quality point per course. Students should be prepared to be challenged by higher level course work. Students may attend 9th and 10th grades at Paisley even if they have completed 6th through 8th grades at a different school.

For more information about Paisley please contact Erin Knapp at [elknapp@wsfcs.k12.nc.us](mailto:elknapp@wsfcs.k12.nc.us) or (336)703-4168.

## Parkland IB Programme

### For 9th and 10 graders

International Baccalaureate Middle Years Programme (MYP) provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and to become critical and reflective thinkers.

Parkland's MYP program prepares our students to transition into higher level courses for their 11th and 12th grade year, such as our IB Diploma and Career Related Programme, by providing rigorous coursework and using technology for research and communication. The MYP embodies three fundamental concepts: communication, holistic learning, and intercultural awareness. MYP students are exposed to a range of ideas and issues that are personally, locally, nationally, internationally

and globally significant. They are exposed to many enrichment activities that promote both oratorical proficiency and higher order thinking skills. Admission to Parkland's MYP Programme is open to ALL students that are interested in challenging themselves for higher level coursework.

# High School Registration 2024-25

## Parkland IB Diploma Programme

For 11th and 12th graders

The Internationals Baccalaureate Programme brings internationally recognized, rigorous programme choices to Parkland and prepares students for the challenges of college academics and life beyond. These interdisciplinary programmes seek students who are motivated, excited about learning, and wish to challenge themselves in this very rigorous curriculum. In addition to the full Diploma Programme, students may choose to follow the Career Programme, or enroll in individual IB courses of interest. Students may earn an IB certificate (for scores of 4 and higher) for that course.

### Diploma Curriculum

Students who choose IB DP select IB courses from six curriculum areas to meet the requirements of the Diploma Programme. Those six areas are English, Foreign Language, History, Experimental Sciences, Mathematics, the Arts OR an additional elective from any of the other areas (most commonly Individuals & Societies). In addition, students must take the Theory of Knowledge course. Students choose three Standard Level courses, and three Higher Level courses. For Diploma Students, English and History are automatically Higher Level. The Diploma Programme requirements satisfy both local and state requirements for graduation.

### Career Programme Curriculum

Students who choose IB CP are interested in taking between two and four IB Diploma courses while also pursuing experience in a career pathway. The DP courses they select can be from any of the six subject areas, and can be taken at the higher or standard level. Along with their IB diploma courses, students will also take a course called Personal &

Professional Skills, complete Service Learning, and devote 50 hours to language acquisition of a world language. Students can pursue their career pathway through courses at Parkland in the Business Management field, Information Technology field, Fashion and Design field, JROTC, Performing Arts, or Medical Careers. Students can attend the Career Center or Forsyth Tech to pursue a career pathway not offered on Parkland's campus. The final requirement for students completing the Career-Related Programme is for students to complete a Reflective Project focusing on an ethical issue within their career field of study.

### IB Programmes at a glance:

#### Diploma Programme Requirements:

Theory of Knowledge course  
Extended Essay  
Creativity, Activity, Service  
6 IB courses

#### Career Programme Requirements:

Personal Professional Skills course  
Reflective Project (focused on career)  
Service Learning Project  
A minimum of 2 IB Diploma courses  
Foreign Language Development (50 hours)

### Why Diploma Programme?

The IB Diploma Programme subjects are not taught in isolation; all academics are connected. The DP increases academic opportunity and success, and is nationally and internationally recognized as the best college preparatory program in the

world. DP candidates consistently outperform their peers in college, and are far more prepared for the expectations at university. Candidates become critical thinkers and are more globally minded, and accepting of others. The DP encourages students to become confident and independent learners who can manage their time well. IB DP encourages both depth and breadth of learning and understanding, instead of memorizing facts.

### Why Career Programme?

The IB Career Programme integrates academic and practical learning, and expands your career options. The CP is a flexible programme that combines academic subjects with students' interests and skills; the CP prepares you for the world of work or further academic study in your chosen career. The programme allows for individual choice, and deeper exploration of a Business, IT or Health Care career through coursework and an internship. Candidates in the CP learn to think critically and creatively, become independent learners. Students engage in real world issues and learn about other cultures during their courses. Throughout the program, students build professional and personal connections and working relationships. Candidates become more globally aware citizens, and develop essential life skills such as service learning and becoming a better global citizen.

For more information about the Parkland IB program, please call the IB coordinator at 771-4700, ext. 76719 or the counseling office at 771-4711.

## John F. Kennedy High School

WSFCS's PREMIER choice for career and technical education that offers students three Career Academies: Construction & Design, Health Sciences, and Culinary Arts & Hospitality as well as the Virtual Academy for students in grades 9-12.

Each academy has nationally recognized credentials, structured curriculum, highly qualified instructors, and many opportunities to extend learning beyond the classroom. The learning environment is rigorous, the curriculum and instruction are integrated across subject areas, and career pathway internships are encouraged for every student. Community business connections introduce students to real people in the same career cluster, show them entrepreneurship working in our economy, and foster global citizenship. For students interested in playing sports, athletic eligibility is maintained at their residential high school. John F. Kennedy offers a variety of clubs and student organizations.

**Construction and Design:** Students begin their hands-on instruction in the tenth grade by exploring the various skilled trades in the construction

industry. John F. Kennedy HS specializes in the skilled trade of masonry for juniors and seniors with certification from NCCER and internships to connect the students to the real world. Beginning in the 2023-2024 school year, Construction and Design students will also have the option to select the HVAC/R career pathway. Students in this pathway will explore the fundamentals of heating, ventilation, and air conditioning systems gaining hands-on experience with installation and repairs and learning about electrical systems.

Our local business partners provide in-class and on-the-job training through apprenticeships and internships while earning real wages. Students graduate prepared for entry into the workforce, or they can use their hands-on experiences to leverage future educational options.

**Health Sciences:** This academy provides students with a wide range of opportunities in the rapidly expanding health care field. Students can receive credentials that allow them to become a Certified Pharmacy Technician (CPhT). The Pharmacy Technician program is the only one of its kind in the district and is a great way to prepare for

careers in any health care industry. Internship opportunities are provided.

**Culinary Arts & Hospitality:** Students have the opportunity to learn the various aspects of the hospitality and food service industries. From culinary techniques to management skills, students gain practical, life-long skills. In addition, students can earn industry-recognized certifications such as ServSafe, a national food safety training and certification program. Students will apply learning through internships, gaining practical work-based learning experiences and interacting with professionals from industry and the community.

**Virtual Academy:** Virtual Academy is a program designed to provide students with a personalized education option that offers virtual experiences that are flexible, rigorous, and innovative. The Virtual Academy at John F. Kennedy High School serves students in grades 9-12.

For more information about John F. Kennedy's CTE programs or Virtual Academy, please call Student Services at 336-703-4143.

## Early College of Forsyth

Are you ready for the challenge of college now? Early College of Forsyth (ECF) provides students the opportunity to earn an Associate in Arts (AA) or an Associate in Science (AS) degree tuition-free as they earn a high school diploma. This four-year joint program of WFSFCS and Forsyth Technical Community College (FTCC) is designed for 9th and 10th grade students to take pre-determined courses that satisfy both high school and FTCC graduation requirements. Once students decide which program of study (AA or AS) to pursue in their junior year, they will begin to have a choice in college course selection (provided the college courses apply to the AA or AS degree). ECF is located on the FTCC campus. Limited transportation is provided.

Students interested in applying to Early College of Forsyth must:

- Demonstrate grade-level proficiency on end-of-course (EOC) and end-of-grade (EOG) tests.
- Have an acceptable school attendance and discipline history.
- Complete an application online through the scribbles platform. Students will need to upload their grade history, test scores, attendance history, and discipline record. Application can be found at [wsfcsncc.scribborder.com](http://wsfcsncc.scribborder.com).
- Be interviewed by a committee.
- Two recommendations: one from an ELA/ SS teacher and one from a Math/Science teacher.

The recommendation forms are embedded in the application in Scribbles.

For more information, call the ECF office at 336-757-3290.

## Grade 9

### Required (One from each group)

Essentials of High School English I  
English I  
English I Honors  
(English) Pre-Ap English I  
IB MYP English I Honors

World History  
World History Honors  
(World History) Honors Seminar I  
**AP World History: Modern**  
IB MYP Civic Literacy Honors

Introductory Mathematics  
Foundations of NC Math 1  
NC Math 1  
Foundations of NC Math 2  
NC Math 2 (prereq: Math 1)  
NC Math 2 Honors (prereq: Math 1)  
IB MP NC Math 2 Honors (prereq: Math 1)  
NC Math 3 (prereq: Math 2)  
NC Math 3 Honors (prereq: Math 2)  
NC Math 3 HN IB MYP (prereq: NC Math 2)

Biology Honors  
Biology Seminar HN  
IB MYP Biology Honors  
Earth/Environmental Science  
Earth/Environmental Science Honors  
Physics HN  
Physical Science (prereq: Math 1)  
JROTC 1 AF

PE I/Health

### Electives

(Students may take an Arts class in Beginning, Intermediate, Proficient, or Advanced levels - see course progression chart in Arts section)

Dance  
Dance IB  
Band  
Chorus  
Jazz Band  
Marching Band  
Orchestra  
Theatre Arts  
Visual Arts  
Introduction to Journalism  
American Sign Language I

#### Chinese I (CC)

French I  
French II (prereq: Mid Sch. French)  
IB MYP French II  
German I  
German II (prereq: Mid Sch. German)

#### Japanese I (CC)

Spanish Heritage I  
Spanish I  
Spanish II (prereq: Middle School Spanish)  
Spanish Heritage II HN (prereq: Middle School SH II)  
IB MYP Spanish II

Latin I  
Latin II (prereq: Mid Sch. Latin)  
Army JROTC I (not at North or Reagan)  
Aerospace Science I (North/Reagan)

Bible History  
Bible History Honors  
Business Essentials  
International Relations  
International Relations Honors  
21st Century Global Geography  
21st Century Global Geography Honors  
Building Skills 1 (Kennedy)  
Microsoft: Word and Powerpoint  
Microsoft: Excel Honors  
Technology Engineering and Design  
Business Essentials  
Principles of Family and Human Services

Study Skills (EC students only)

## Grade 10

### Required (One from each group)

Essentials of High School English II  
English II  
English II Honors  
(English) Pre-Ap English II  
IB MYP English II Honors

Founding Principles of the United States of America and  
North Carolina: Civic Literacy  
Founding Principles of the United States of America and  
North Carolina: Civic Literacy (Honors)  
AP Government and Politics: United States  
IB MYP Economics and Personal Finance Honors

Foundations of NC Math 1  
NC Math 1  
Foundations of NC Math 2  
NC Math 2 (prereq: Math 1)  
NC Math 2 Honors (prereq: Math 1)  
IB MYP NC Math 2 Hrs. (prereq: NC Math 1)  
Math 3 (prereq: Math 2)  
Math 3 Honors (prereq: NC Math 2)  
IB MYP NC Math III Hrs. (prereq: NC Math 2)  
Pre-Calculus Honors (prereq: NC Math 3)  
IB MYP Pre-Calculus Hrs. (prereq: NC Math 3)  
AP Pre-Calculus (prereq: NC Math 3 Honors)

Biology  
Biology Honors  
Biology Seminar  
IB MYP Biology Honors  
Physical Science (prereq: Math 1)  
Aerospace Science II (North and Reagan)  
Chemistry (prereq: Biology and enrolled in Math III)  
Chemistry Honors (prereq: Biology and enrolled in Math III)  
IB MYP Chemistry Honors

Health  
Health Honors  
Physical Education I  
Physical Education II  
PE II Lifetime Sports and Wellness  
PE II Team Sports  
PE II Weight Training  
Dance IB

### Electives

(Students may take an Arts class in Beginning, Intermediate, Proficient, or Advanced levels - see course progression chart in Arts section)

Dance  
Dance IB  
Band  
Chorus  
Jazz Band  
Marching Band  
Orchestra  
Theatre Arts  
Visual Arts

SAT/ACT Preparation  
Newspaper I (prereq: Intro to Journalism)  
Yearbook Pub I (prereq: Intro to Journalism)

#### Chinese II (CC)

French III Honors  
IB MYP French III Honors  
German II  
IB MYP German II  
IB MYP German III Honors

#### Japanese II (CC)

Spanish Heritage II HN  
Spanish III Honors  
IB MYP Spanish III Honors  
Latin II  
IB MYP Latin II  
IB MYP Latin III Honors  
Army JROTC II (not at North or Reagan)  
Aerospace Science II (North and Reagan)  
Accounting I  
Apparel & Textile Production I  
Building Skills 2 (Kennedy)  
Fashion Merchandising  
Food & Nutrition I  
Food & Nutrition II  
Foods II Technology Honors (Atkins)  
Horticulture  
Interior Design Fundamentals  
Marketing  
Child Development  
Technological Design  
African-American Studies  
African-American Studies Honors  
American Indian Studies  
American Indian Studies Honors  
American Women's Studies  
Holocaust and Genocide Studies  
Latin American Studies  
Latin American Studies Honors  
Women's History  
Women's History Honors

• Check course descriptions for prerequisites.

• Courses in a sequence (such as French I, II, III and IV) require that you pass the previous course before taking the higher level course unless otherwise specified.

• Courses listed in blue are available at Career Center only, except AP courses available at all high schools.

## Grades 11 & 12

### Arts Education

#### Art

Beginning Visual Art  
Intermediate Visual Art  
Proficient Visual Art Honors  
Advanced Visual Art Honors  
Sculpture 1 (Reynolds)  
Art for Engineers (Atkins)  
Digital Photography I (Reynolds)  
Digital Photography II (Reynolds)  
Drawing I (Reynolds)  
Drawing II (Reynolds)  
Digital Design 1 (Reynolds)  
Painting I (Reynolds)  
Painting II (Reynolds)  
Seminar in the Arts (Reynolds)  
**AP Art Drawing (CC and RJR)**  
(prereq: Intermediate Visual Art)  
**AP Art History (CC and RJR)**  
**AP Art Portfolio 2-Dimin.** - CC, RJR, and Mt. Tabor  
(prereq: Intermediate Visual Art)  
**AP Art Portfolio 3-Dimin.** - (CC, RJR, and Mt. Tabor)  
(prereq: Intermediate Visual Art)  
Art I  
Art II  
**Digital Art (Career Center)**  
**Ceramics and Fibers**

#### Dance

Beginning Dance  
Intermediate Dance  
Proficient Dance Honors  
Advanced Dance Honors  
IB Dance  
Ballet (Reynolds)  
Beginning Jazz (Reynolds)  
Tap (Reynolds)

#### Music

Beginning Guitar (Reynolds)  
Intermediate Guitar (Reynolds)  
Proficient Guitar Honors (Reynolds)  
Advanced Guitar Honors (Reynolds)  
Piano: Music Spec Beginning  
Intermediate Piano (Reynolds)  
Proficient Piano Honors (Reynolds)  
Advanced Piano Honors (Reynolds)  
Intermediate Band  
Proficient Band Honors  
Advanced Band Honors  
Beginning Marching Band  
Intermediate Marching Band  
Marching Band HN: Band Prof  
Advanced Marching Band Honors  
Jazz Ensemble: Music Spec (INT)  
Intermediate Jazz Ensemble  
Proficient Jazz Ensemble  
Advanced Jazz Ensemble  
Intermediate Chorus  
Proficient Chorus Honors  
Advanced Chorus Honors  
Beginning Concert Choir  
Intermediate Concert Choir  
Proficient Concert Choir Honors  
Advanced Concert Choir Honors  
Beginning Orchestra (prereq: Middle School Strings)  
Intermediate Orchestra  
Proficient Orchestra Honors  
Advanced Orchestra Honors  
**Music Production I (CC)**  
**Proficient Music Production II Honors (CC)**  
**Music History Honors (CC)**  
**AP Music Theory (CC)**  
(prereq: read music well in one clef)  
IB Music

### Theatre Arts

Introduction to Film and Video  
Beginning Theatre Arts  
Intermediate Theatre Arts  
Proficient Theatre Arts Honors  
Advanced Theatre Arts Honors  
Intermediate Technical Theater  
Proficient Technical Theatre Honors  
Advanced Technical Theatre Honors  
IB Theatre Arts I  
Theatre IB SL

### English

English III  
English III Honors  
English IV  
English IV Honors  
Shakespeare 101 (semester)  
Shakespeare 101 Honors (sem)  
Shakespeare 102 (semester)  
Shakespeare 102 Honors (sem)  
Speech & Debate I  
Speech & Debate I Honors  
Speech & Debate II  
Speech & Debate II Honors  
Introduction to Composition (sem)  
Intermediate Composition (sem)  
Introduction to Journalism  
Newspaper  
Yearbook Publications  
Ethnic American Literature  
Ethnic American Literature Honors  
Studies in North Carolina Literature  
Studies in North Carolina Literature Honors  
**AP English (CC and HmS) - Comp. & Literature (seniors)**  
**AP English (CC and HmS) - Lang. & Comp. (juniors)**  
IB English III  
IB English IV

### English as a Second Language (ESL)

ESL classes are offered at Carver, East Forsyth, Glenn, Mount Tabor, North Forsyth, Parkland, Reynolds and West Forsyth  
ESL I  
ESL II  
ESL III  
ESL IV  
Essentials of HS English 1 SC  
English 1 SC  
Foundations of Math 1 SC  
NC Math I SC  
Sheltered Biology  
Sheltered Earth/Environmental Science  
Sheltered World History  
Sheltered Civics and Economics

### Foreign (World) Language

American Sign Language I  
American Sign Language II  
American Sign Language III HN  
American Sign Language IV HN  
**Chinese I (CC)**  
**Chinese II (CC)**  
**Chinese III Honors (CC)**  
**Chinese IV Honors (CC)**  
**AP Chinese (CC) (prereq: Chinese III)**  
French I  
French II  
French III Honors  
French IV Honors  
French V Honors  
**AP French - Lang (prereq: French III)**  
IB French IV  
IB French V  
German I  
German II  
German III Honors

German IV Honors  
German V Honors  
**AP German - Lang (CC)** (prereq: Ger. III)  
German IV  
German V  
**Japanese I (CC)**  
**Japanese II (CC)**  
**Japanese III Honors (CC)**  
**Japanese IV Honors (CC)**  
**Japanese V Honors (CC)**  
**AP Japanese (CC)** (prereq: Japanese III)  
Spanish Heritage I  
Spanish Heritage II Honors  
Spanish I  
Spanish II  
Spanish III Honors  
Spanish IV Honors  
Spanish V Honors  
**AP Spanish - Language** (prereq: Span. III or SH II)  
**AP Spanish - Literature** (prereq: AP Span. Lang)  
Spanish IV  
Spanish V  
Latin I  
Latin II  
Latin III Honors  
Latin IV Honors  
Latin V Honors

### Health

Health  
Health Honors  
Sports Medicine I  
Sports Medicine II  
Sports Medicine III

### Mathematics

Foundations of NC Math 1  
NC Math 1  
Foundations of Math 2  
NC Math 2 (prereq: NC Math 1)  
NC Math 2 Honors (prereq: NC Math 1)  
Foundations of NC Math 3  
NC Math 3 (prereq: NC Math 2)  
NC Math 3 Honors (prereq: NC Math 2)  
NC Math 4 (prereq: NC Math 3)  
NC Math 4 Honors (prereq: NC Math 3)  
Discrete Mathematics for Computer Science (prereq: NC Math 3)  
Discrete Mathematics for Computer Science (prereq: NC Math 3)  
Pre-Calculus Honors (prereq: NC Math 3)  
Computer Science (prereq: B in NC Math 1)  
Computer Science Honors (prereq: Completed or enrolled in NC Math 3)  
**AP Computer Science Principles** - (prereq: NC Math 2)  
**AP Computer Science A (CC)** (prereq: Completed or enrolled in NC Math 3 Honors)  
**AP Calculus AB (CC and HmS)** (prereq: Pre-Calculus AP or HN)  
**AP Calculus BC (CC & Atkins)** (prereq: Pre-Calculus AP or HN)  
**AP Precalculus (CC and HmS)** (prereq: NC Math 3 Honors)  
**AP Statistics (CC and HmS) (prereq: NC Math 3 Honors)**  
MATH ANALYSIS & APPROACHES 1 IB SL  
(prereq: NC Math 3)  
MATH ANALYSIS & APPROACHES 2 IB SL  
(prereq: Math Analysis. & Approach 1)

### Military Science

Army JROTC I (not at North or Reagan)  
Army JROTC II (not at North or Reagan)  
Army JROTC III (not at North or Reagan)  
Army JROTC III Honors (not at North or Reagan)  
Army JROTC IV (not at North or Reagan)  
Army JROTC IV Honors (not at North or Reagan)

Army JROTC V (not at North or Reagan)  
 Aerospace Science I (North and Reagan)  
 Aerospace Science II (North and Reagan)  
 Aerospace Science III (North and Reagan)  
 Aerospace Science III Honors (North and Reagan)  
 Aerospace Science IV (North and Reagan)  
 Aerospace Science IV Honors (North and Reagan)

## Physical Education

Physical Education I  
 Physical Education II (Standard or Honors)  
 PE II Lifetime Sports and Wellness  
 PE II Team Sports  
 PE II Weight Training (Standard or Honors)  
 Physical Education III (Standard or Honors)  
 PE III Lifetime Sports and Wellness Honors  
 PE III Team Sports Honors  
 PE III Weight Training (Standard or Honors)  
 Physical Education IV (Standard or Honors)  
 PE IV Weight Training (Standard or Honors)

## Biological Science

Biology  
 Biology Honors  
 Human Anatomy & Physiology (prereq: Biology)  
 Human Anatomy & Physiology Honors (prereq: Biology)  
 Zoology Honors  
**AP Biology (CC and Hms) (prereq: Biology and Chemistry)**  
 IB Biology I  
 IB Biology II (prereq: IB Biology I)

## Earth & Environmental Science

**Exploration of Alternative Energies Honors (CC)**  
 Global Science Issues  
**AP Environmental Science (CC and Hms)** (prereq: Biology and Chemistry or Physics)  
 IB Earth/Environmental Science

## Physical Science

Physical Science (prereq: Math I)  
 Chemistry (prereq: Biology and enrolled in Math III)  
 Chemistry Honors (prereq: Biology and enrolled in Math III)  
**Organic Biochemistry Honors**  
 Physics I (prereq: Math III)  
 Physics Honors (prereq: Math III)  
**AP Chemistry** (prereq: Math III)  
**AP Physics I** (prereq: Physics and Pre-Calculus)  
**AP Physics II** (prereq: Physics and AP Calculus BC or concurrent enrollment in AP Calculus BC)  
**AP Physics C Electricity & Magnetism** (prereq: Calculus or enrolled in Calculus)  
**AP Physics C Mechanics** (prereq: Calculus or enrolled in Calculus)  
 Chemistry IB SL (prereq: Chemistry and Math III)  
 Physics (prereq: Math III)

## Social Studies

World History  
 World History Honors  
 World History Seminar  
 Founding Principles of the United States of America and North Carolina: Civic Literacy  
 Founding Principles of the United States of America and North Carolina: Civic Literacy (Honors)  
 American History  
 American History Honors  
**Economics and Personal Finance (CC and Hms)**  
 Economics and Personal Finance Honors  
 Bible History  
 Bible History Honors  
 21st Century Global Geography  
 21st Century Global Geography Honors  
 International Relations  
 International Relations Honors  
 Psychology  
 Psychology Honors  
 Western Humanities  
 Western Humanities Honors

World Humanities  
 World Humanities Honors  
 African-American Studies  
 African-American Studies Honors  
**AP African-American History (CC and Hms)**  
 American Indian Studies  
 American Indian Studies Honors  
 Latin American Studies  
 Latin American Studies Honors  
 Sociology  
 Sociology Honors  
**20th Century Civil Liberties and Civil Rights (CC and Hms)**  
 20th Century Civil Liberties and Civil Rights Honors  
**AP Govt. & Politics: U.S. (CC)**  
**AP Govt. & Pol: Comp (CC)**  
**AP United States History (CC and Hms)**  
**AP European History (CC)**  
**AP World History: Modern (CC and Hms)**  
**AP Human Geography (CC and Hms)**  
**AP Microeconomics (CC)**  
**AP Macroeconomics (CC)**  
**AP Psychology (CC and Hms)**  
 IB Psychology I  
 IB Psychology II  
 IB History of the Americas  
 IB Theory of Knowledge  
 IB Philosophy  
 IB ITGS I  
 IB History SL

## Special Offerings

SAT/ACT Preparation  
 Service to School and Community  
 Study Skills (prereq: EC certification)  
 Teacher Cadet I  
 Teacher Cadet I Honors  
 Teacher Cadet II  
 Teacher Cadet II Honors

# Career Technical Education

## Agricultural Education

Animal Science I (North)  
 Animal Science II: Companion Animal (North)  
 Veterinary Assisting Honors (North)

## Business, Finance & Marketing Education

Academy of Finance I Honors (East, Glenn and West)  
 Academy of Finance II Honors (East, Glenn and West)  
 Academy of Hospitality and Tourism I – Honors (Carver and Mt. Tabor)  
 Academy of Hospitality and Tourism II – Honors (Carver and Mt. Tabor)  
 Academy of Hospitality and Tourism III – Honors (Carver and Mt. Tabor)  
 Accounting I  
 Accounting I Honors  
 Accounting II Honors  
 Business Law  
 Business Law Honors  
 Business Management I  
 Business Management II  
 Entrepreneurship I  
 Entrepreneurship II Honors  
 Fashion Merchandising  
 Financial Planning I  
 Financial Planning II  
 Hospitality and Tourism  
 IB Business Management (Parkland)  
 Marketing  
 Marketing App. Work Experience  
 Marketing Applications  
 Marketing Work Experience  
 Multichannel Merchandising  
 Business Essentials  
 Sales I

Sales II  
 Sport and Event Marketing I  
 Sport and Event Marketing II

## Career Development

Career Management

## Computer Science & Information Technology

Academy of Information Technology I Honors (Carver)  
 Academy of Information Technology II Honors (Carver)  
 Adobe Visual Design I Honors (CC)  
 Adobe Visual Design II Honors (CC)  
 Adobe Digital Design Honors CC  
 Adobe Video Design Honors (CC)  
 Computer Science I  
 Computer Science II  
 PLTW Cybersecurity (Carver)  
 CompTIA IT Fundamentals Honors (Carver)  
 Digital Design & Animation I Honors (Atkins)  
 Digital Design & Animation II Honors (Atkins)  
 Digital Media I Honors (CC)  
 Digital Media I Honors (Atkins, Kennedy)  
 Digital Media II Honors (CC)  
 Digital Media II Honors (Atkins, Kennedy)  
 Game Art and Design Honors (Atkins)  
 Advanced Game Art and Design Honors (Atkins)  
 Database Essentials  
 Microsoft Excel Honors  
 Microsoft: Word & PowerPoint  
 Python Programming I  
 Python Programming II

## Family & Consumer Sciences

Apparel & Textile Production I  
 Apparel & Textile Production II  
 Apparel & Textile Production II Honors  
 Child Development  
**Culinary Arts & Hospitality I (CC)**  
 Culinary Arts & Hospitality I (Kennedy)  
**Culinary Arts & Hospitality II - Applications (CC)**  
 Culinary Arts & Hospitality II - Internship (Kennedy)  
**Culinary Arts & Hospitality III (CC)**  
 Culinary Arts & Hospitality III (Kennedy)  
**Culinary Arts & Hospitality IV (CC)**  
 Early Childhood Ed I - 2 periods (CC)  
 Early Childhood Ed II Honors- 2 pds (CC)  
 Food & Nutrition I  
 Food & Nutrition II  
 Foods II Technology (Atkins)  
 Interior Design Fundamentals  
 Interior Design Studio  
 Interior Design Studio Honors  
 Interior Design Technology Honors  
 Principles of Family and Human Services

## Health Science Education

Academy of Health Science I Honors (North)  
 Biomedical Technology I Honors (Atkins)  
 Biomedical Technology II Honors (Atkins)  
 Prin. of Biomedical Science Honors (Atkins and North)  
 Biotechnology I (Atkins)  
 Biotechnology I Honors  
 Biotechnology II Honors (Atkins)  
 Forensic Science Honors (Atkins)  
 Health Science I  
 Health Science I Honors  
 Health Science II  
 Health Science II Honors  
 Human Body Systems (North, Atkins)  
 Medical Interventions (North, Atkins)  
**Nursing Fundamentals Honors (2 periods)**  
 Pharmacy Technician Honors (Kennedy)

## Trade, Technology, Engineering, & Industrial

Automotive Service Fundamentals (CC)  
 Automotive Service I (CC)  
 Automotive Service II (CC)  
 Automotive Service III (CC)

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- Aviation Technology I - 2 periods (CC)
- Aviation Technology II - 2 periods (CC)
- Building Skills I (Kennedy)
- Building Skills II (Kennedy)
- Carpentry I (CC)
- Carpentry II Honors (CC)
- Carpentry III Honors (CC)
- Collision Repair Fundamentals (CC)
- Collision Repair I (CC)
- Collision Repair II (CC)
- Collision Repair III (CC)
- Construction Core (CC)
- Construction Core (Kennedy)
- Cosmetology I - 3 periods (CC)
- Cosmetology II - 3 periods (CC)
- Drafting I (East, Glenn, Mt. Tabor, Reagan, Reynolds, West)
- Drafting II: Architectural Honors (East, Glenn, Mt. Tabor, Reagan, Reynolds, West)
- Drafting II: Engineering Honors (East, Glenn, Mt. Tabor, Reagan, Reynolds, West)
- Drafting III: Architectural Honors (East, Glenn, Mt. Tabor, Reagan, Reynolds, West)
- Drafting III: Engineering Honors (East, Glenn, Mt. Tabor, Reagan, Reynolds, West)
- Drone Technology I Honors (CC)
- Drone Technology II Honors (CC)
- Electrical Trades I (CC)
- Electrical Trades II Honors (CC)
- Electrical Trades III Honors (CC)
- EMT I Honors (North, Walkertown)
- EMT II Honors (North, Walkertown)
- Engineering Design
- Fire Fighter Technology I (Glenn, Walkertown, West)
- Fire Fighter Technology II (Glenn, Walkertown, West)
- Fire Fighter Technology III Honors (Glenn, Walkertown, West)
- Masonry I Honors (Kennedy)
- Masonry II (Kennedy)
- Masonry III Honors (Kennedy)
- PLTW Civil Engineering and Architecture (Atkins)
- PLTW Computer Integrated Manufacturing (Atkins)
- PLTW Computer Science Principles (Atkins)
- PLTW Digital Electronics (Atkins)
- PLTW Engineering Design and Development (Atkins)
- PLTW Introduction to Engineering Design (Atkins)
- PLTW Principles of Engineering (Atkins)
- Public Safety I (Glenn, Walkertown, West)
- Public Safety II (Glenn, Walkertown, West)
- Technological Design
- Technology Engineering and Design

## Other CTE Offerings

- CTE Advanced Studies Honors
- CTE Internship Honors
- CTE Apprenticeship



# Forsyth Tech Offerings

## Career & College Promise (CCP)

Still in high school but ready for college courses? At Forsyth Tech, you can earn tuition-free college credits that will get you a head start on your college career saving you time and money. Career & College Promise is a program that offers North Carolina high school students a clear, focused and affordable way to begin their two- or four-year college work by earning college credits tuition-free. The program is open to juniors and seniors who have an unweighted 2.8 GPA or can demonstrate college readiness through test scores in ACT/SAT. Students have the opportunity to take classes at any of the Forsyth Tech campuses for the full college experience. Students can also choose to take online classes. Students in 9th and 10th grade may be eligible if they meet AIG and college readiness criteria and have their school counselor recommendation. Career & College Promise provides three avenues to help advance eligible students' post-high school success: the College Transfer Pathways, the Career and Technical Pathways and the Cooperative Innovative High School Pathways (Early College and Middle College). Students may also earn high school credit for CCP courses that are 3 or more collegiate credit hours. Refer to the Dual Credit Allowances Chart below.

Tuition is waived for classes. Fees are waived for Fall and Spring terms for a course load of less than 9 credit hours. WS/FCS may purchase textbooks for Fall and Spring semesters. All textbooks must be returned at the end of the semester. For additional information, please visit the CCP webpage or talk to the Forsyth Tech High School Advisor assigned to your school.

### Most Highly Selected CCP Courses Among WS/FCS students

ENG-111	Writing and Inquiry
ENG-112	Writing/Research in the Disc
MAT-171	Precalculus Algebra
PSY-150	General Psychology
SOC 210	Intro to Psychology
COM 231	Public Speaking
COM 120	Intro to Interpersonal Communication
ACA 122	College Transfer Success
HIS 131	American History I
HIS 132	American History II
BIO 111	General Biology I
BIO 112	General Biology II
ART 111	Art Appreciation
MUS 110	Music Appreciation
MAT 152	Statistical Methods I
ECO 251	Principles of Microeconomics
ECO 252	Principles of Macroeconomics
ENG 231	American Literature I
ENG 232	American Literature II
ENG 241	British Literature I
ENG 242	British Literature II
PHI 240	Introduction to Ethics
HIS 111	World Civilizations I
HIS 112	World Civilizations II
POL 120	American Government
MAT 143	Quantitative Literacy
CHM 151	General Chemistry
GEL 111	Introductory Geology

### Dual Credit Allowances for CCP

High School Credit/ Graduation Requirement Satisfied	College Courses
English 3	ENG 111 Writing and Inquiry, AND ENG 112 Writing/Research, AND, ENG 231 American Lit I OR ENG 232 American Lit II
English 4	ENG 111 Writing and Inquiry, AND ENG 112 Writing/Research, AND ENG 241 British Lit I OR ENG 242 British Lit II
American History	HIS 131 American History I, AND HIS 132 American History II
World History	HIS 111 World Civilizations I, AND HIS 112 World Civilizations II
Biology	BIO 111 General Biology I, AND BIO 112 General Biology II
Physical Science	CHM 151 General Chemistry I, AND CHM 152 General Chemistry II OR PHY 151 – College Physics I AND PHY 152 – College Physics II OR PHY 251 – General Physics I AND PHY 252 – General Physics II
Fourth Math Credit	MAT 143 – Quantitative Literacy OR MAT 152 – Statistical Methods I OR MAT 171 – Precalculus Algebra OR MAT 172 – Precalculus Trigonometry OR MAT 263 – Brief Calculus OR MAT 271 – Calculus I OR MAT 272 – Calculus II

## Forsyth Tech Offerings (continued)

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<b>Other Highly Selected CCP Courses</b>	<b>High School Credit</b>
ART 111 – Art Appreciation	1 Elective High School Credit
BIO 110 – Principles of Biology	1 Elective High School Credit
COM 120 Intro to Interpersonal Communication	1 Elective High School Credit
COM 231 – Public Speaking	1 Elective High School Credit
ECO 251 – Principles of Microeconomics	1 Elective High School Credit
ECO 252 – Principles of Macroeconomics	1 Elective High School Credit
GEL 111 – Introductory Geology	1 Elective High School Credit
MUS 110 – Music Appreciation	1 Elective High School Credit
PHI 240 Introduction to Ethics	1 Elective High School Credit
POL 120 – American Government	1 Elective High School Credit
PSY 150 – General Psychology	1 Elective High School Credit
SOC 210 – Introduction to Sociology	1 Elective High School Credit

To see an expanded list of CCP Courses and Pathways, please access the CCP Booklet using this link:

[https://www.forsythtech.edu/wp-content/uploads/2023/10/CCP\\_Career-College-Tech-Booklet2023.pdf](https://www.forsythtech.edu/wp-content/uploads/2023/10/CCP_Career-College-Tech-Booklet2023.pdf)

## Forsyth Tech Offerings (continued)

### Career and Technical Education Pathways

These pathways offer high school students the opportunity to earn tuition-free course credits at Forsyth Tech toward a job credential (certificate or diploma) in a technical career. Listed below are the certificate and diploma pathways available.

Requirements include being a high school junior or senior with a unweighted 2.8 GPA on all high school courses, testing or have the recommendation of their high school counselor. For additional information, please visit the CCP webpage or talk to the Forsyth Tech High School Advisor assigned to your school.

#### Business and Information Technologies

- Accounting (Diploma)
- Business Administration – Global Entrepreneurship (Certificate)
- Business Administration – International Business (Certificate)
- Computer Information Technology (Certificate)
- Computer Information Technology – Helpdesk Operations (Diploma)
- Computer Programming (Certificate)
- Computer Programming – ASP.Net (Certificate)
- Computer Programming – JAVA Programming (Certificate)
- Cyber Crime Technology (Certificate)
- Global Logistics & Distribution Management 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)

#### Mathematics, Technology and Science

- Biotechnology
- Fire Safety Technology

#### Engineering Technologies

- Air Conditioning, Heating and 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)
- 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)

### The College Transfer Pathway

Earn tuition-free course credits toward a four-year degree by taking courses through Forsyth Tech. Credits transfer seamlessly to all University of North Carolina institutions and many of North Carolina's independent colleges and universities. Forsyth Tech has five College Transfer pathways available towards an Associate in Arts, Associate in Science, and Associate in Engineering, Associate in Arts in Teacher Preparation, and Associate in Science in Teacher Preparation.

### The Cooperative Innovative High School Pathway

Begin earning tuition-free college credits as a high-school student by attending a Cooperative Innovative High School, such as Early College of Forsyth or Middle College of Forsyth. Early College offers students starting in 9th grade the opportunity to earn a high school diploma and an associate degree at the same time. Middle College is designed for students in the 11th and 12th grade and offers students the opportunity to earn some transferable college credits and obtain their high school diploma. For more information about these programs, please see page 11.

## High School Counseling Centers

**Atkins A&T High** 3605 Old Greensboro Road, Winston-Salem, NC 27101  
(336) 703-6754 (Office), (336) 703-6759 (Counseling)  
Dr. Chris Nichols, Principal  
Counselors: Allison Mathews (Director), Kate Hough, Arielle McMillian  
Felton Wright

**Career Center** 910 Highland Court, Winston-Salem, NC 27101  
(336) 727-8181 (Office), (336) 727-8185 (Counseling)  
Dr. Nancy Martinez, Principal  
Counselors: Stefanie Jones (Director), Allison Barnes/CDC: Nancy Harris

**Carter High** 851 Highland Court, Winston-Salem, NC 27101  
(336) 703-4119 (Office), (336) 703-4120 (Counseling)  
Shaunne Hall, Principal  
Counselor: Camille Poe (Director)

**Carver High** 3545 Carver School Road, Winston-Salem, NC 27105  
(336) 727-2987 (Office), (336) 727-2230 (Counseling)  
Dr. Thyais L. Maxwell, Principal  
Counselors: Michelle Hines (Director), Arneathia Brown, Crystal Davidson

**Early College of Forsyth** Campus of Forsyth Technical Community College,  
2100 Silas Creek Parkway, Winston-Salem, NC 27103  
(336) 757-3290 (Office), (336) 757-3301 (Counseling)  
Kenneth Jordan III, Principal  
Counselor: Dexter Felder (Director)

**East Forsyth High** 2500 W. Mountain Street, Kernersville, NC 27284  
(336) 703-6754 (Office), (336) 703-6759 (Counseling)  
Rusty Hall, Principal  
Counselors: Kelly Patton (Director), Heather Beeson, Stephanie Sorrells,  
Nakia Williams, Heather Pierce

**Forsyth Middle College** Campus of Forsyth Technical Community College,  
2100 Silas Creek Parkway, Winston-Salem, NC 27103  
(336) 734-7437 (Office), (336) 734-7163 (Counseling)  
Winston-Salem, NC 27103  
Kenneth Jordan III, Principal  
Counselor: Carl Glenn (Director)

**Glenn High** 1600 Union Cross Road, Kernersville, NC 27284  
(336) 771-4500 (Office), (336) 771-4505 (Counseling)  
Dr. Scott Munsie, Principal  
Counselors: Dean Orfanedes (Director), Nakisha Ingram, Gloria Calabro,  
Candace Shaw, Kelsey Barbour

**John F. Kennedy High** 890 E. 11th Street, Winston-Salem, NC 27101  
(336) 703-4143 (Office), (336) 703-4144 (Counseling)  
Freda Smith, Principal  
Counselor: Daryle Maxwell (Director), Melissa Jackson

**Kingswood School** 271 Mercantile Drive, Winston-Salem, NC 27105  
(336) 703-4128 (Office), (336) 703-4128 ext.51912 (Counseling)  
Roderick Dupree, Principal  
Counselor: Melissa Jackson

**Main Street Academy** 3863 Old Lexington Road, Bldg. B, Winston-Salem, NC  
27107 (Temporary Location)  
(336) 703-4185 (Office and Counseling)  
Ronald Travis, Principal  
Counselor: April Winn (Director)

**Mount Tabor High** 342 Petree Road, Winston-Salem, NC 27106  
(336) 703-6700 (Office), (336) 703-6728 (Counseling)  
Donald Wyatt, Principal  
Counselors: Jacob McBride (Director), Corey Daniel, Elizabeth Cox Franklin,  
Jake McBride, Porchia McDaniel Conner

**North Forsyth High** 5705 Shattalon Drive, Winston-Salem, NC 27105  
(336) 661-4880 (Office), (336) 661-4890 (Counseling)  
Bridgette Hayes, Principal  
Counselors: Sonya Withers (Director), David Cabiness, Marissa Mickey, Cynthia  
Vaughn

**Paisley Magnet** 1400 Grant Street, Winston-Salem, NC 27105  
(336) 703-4168 (Office), (336) 703-4169 (Counseling)  
Natasha Woods, Principal  
Counselors: Tanya Neal (Director), Maria Watkins, Rhonda Blackburn

**Parkland High** 1600 Brewer Road, Winston-Salem, NC 27127  
(336) 771-4700 (Office), (336) 771-4711 (Counseling)  
Noel Keener, Principal  
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