REGISTRATION

PLANNING AHEAD, COURSE DESCRIPTIONS AND OPTIONS
I am pleased to welcome you to High School Registration 2016-17. You will make important choices and decisions as you register for next year’s classes, and this book provides you with important information about the many options and opportunities our high schools offer. In addition to required core classes such as English, math, social studies and science, you can broaden your interests and choose from many electives. Consider courses in areas such as the arts, career technical education, foreign languages and military science/JROTC when you choose your electives.

Students in the Classes of 2017 and beyond are expected to fulfill graduation requirements under the Future Ready Core Course of Study. This initiative is intended to prepare you for college, career and the world of work. Requirements for the Future Ready Core are provided throughout this book to help you with your registration decisions.

The 2016-17 school year brings opportunities for students to enroll in our regular high schools and seven district-wide magnet programs. Be sure to read more about the magnet programs on pages 31-34.

High schools will continue to use a modified block schedule. Most classes will last 90 minutes and one semester, with some classes, such as arts, foreign language and AP and IB classes, alternating days for yearlong instruction. More information is available on page 2, and additional information will also be provided at school registration meetings.

North Carolina switched to a 10-point grading scale for all high school students starting in 2015-16. The quality points assigned to the level of the course also changed, starting with ninth grade in 2015-16. See the full description on page 2.

This year we are implementing an online registration for all students. It is our hope that this process will make registration go more smoothly for students, parents and school staff.

It is my hope that you will use this handbook as you carefully consider all that awaits you as you enter or continue your high school career. During this exciting time, the opportunities are many and the decisions are important. Your teachers, counselors and principals are available to help you with any questions you may have about our classes and programs. We will work together with you and your family to make your high school experience as successful as it possibly can be.

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Graduation Requirements

In order to graduate, students must complete the Future-Ready course of study. These courses are designed so that all students graduate college and 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.

The Occupational Course of Study is for some students with certified disabilities and an Individualized Education Program (IEP). This course of study includes work requirements.

Please refer to the chart on page 4 for more information.

Students who do not complete all local and state requirements may be eligible for a graduation certificate.

Students with disabilities

Students with certain cognitive disabilities may receive a diploma if they complete the Occupational Course of Study outlined on page 5.

The Block Schedule

All schools use the block schedule. Courses are scheduled primarily in a 90-minute 4X4 semester block format with specific courses scheduled on a 90-minute, A Day/B Day yearlong format. Every attempt will be made to balance student schedules between academic and elective classes each semester. If at all possible, no student will have more than one semester between taking sequential math classes.

The modified block schedule offers these advantages:

- Greater choices of courses for students.
- Flexibility to offer students who need additional assistance in specific subjects a second class in the same subject in the same school year.
- Acceleration and credit recovery possibilities.
- Longer class periods encourage learning by a variety of instructional methods.
- More instructional time because less time is wasted starting and ending classes with fewer class changes.
- Fewer class changes improve school climate and discipline.
- Improved teacher-student relationships because teachers see fewer students each day.

AP, IB, Arts, Foreign Language, Newspaper and Yearbook classes will be taught in an A Day/B Day yearlong block.


Pre-Calculus will be taught in an A Day/B Day yearlong block.

Math I, II and III will be taught on yearlong and semester blocks.

Promotion

The Classes of 2017-20 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.

Honors Seminars are offered to ninth- and 10th-graders in English, science and social studies. These courses are designed for students who have been in the self-contained gifted program, but they also are open to other qualified students.

International Baccalaureate Middle Years Programme courses are offered to ninth- and 10th-graders. These courses prepare you for IB Diploma and AP courses. 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.

They are offered in the 10th (with permission), 11th and 12th grades. Ninth-grade students may enroll in AP World History. 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: Most 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). All core classes will be one-unit credit courses. In addition, some elective classes will be one-unit credit courses.

Half-Unit Credit Courses: Courses that are one semester will continue to receive a half-unit of credit. Only elective classes will be half-unit credit courses.

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 (GPA) for Grades 9-10

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. The points earned are divided by the number of units attempted to determine the quality point average.

<table>
<thead>
<tr>
<th></th>
<th>Regular</th>
<th>Honors</th>
<th>AP/IB</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
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</table>

Weighted (GPA) for Grades 11-12

Grades in a one-unit course earn the following quality points. The points earned are divided by the number of units attempted to determine the quality point average.

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<tr>
<th></th>
<th>Regular</th>
<th>Honors</th>
<th>AP/IB</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>C</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

Grading Scale

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
Course Assignment Principles
WS/FCS uses course assignment principles to register students for core classes. Course assignments rely heavily on end-of-grade (rising 10th-, 11th-, and 12th-graders) exams. Utilizing standardized course scores assists in having students enroll in the most challenging and rigorous courses. Parents who want their child to take a course that is less rigorous than recommended by test scores can request a different course. Students and parents are strongly encouraged to discuss course assignments with teachers and counselors early in the registration process.

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 at the end of the freshman and sophomore years and after each semester for juniors and seniors.

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

If you meet the school system’s graduation requirements before you have completed four full years, you may submit a written request to graduate early before registering in the spring of your junior year.

If you are not 18, your parents must give written permission. Check with your school counselor to make sure that you have met all the requirements and paid all fees.

Your principal will consult with the assistant superintendent for high school administration to decide whether to grant your request. If you graduate early, your diploma can be mailed to you, or you may receive it at the graduation ceremony for your class.

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, both course attempts will appear on the transcript and the second grade will be calculated into the GPA/QPA. Course credit will be granted only once.

Credit Recovery
Credit recovery is when 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.

N.C. Academic Scholar
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.

Transfers
You may apply to transfer to a different high school during the designated enrollment time, which is held during the registration period.

The transfer period is Feb. 8-19.

Students transferring within WS/FCS will be disqualified from athletic eligibility for 365 days, except students who transfer during the designated choice or out-of-zone periods, and 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.

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 6 of 8 courses (or 5 of 7 courses, if you have a travel period) 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 GPA (Quality Point Average) the previous quarter or the preceding semester.

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 toward 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 GPA 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.

NCAA Clearinghouse
To compete in NCAA athletics in college, you must meet graduation requirements. The minimum SAT or ACT score required for NCAA eligibility is determined on a sliding scale based on your grade-point average. For Division I students, you must earn 16 credits in core courses. The 16 courses include four years of English; three years of math (Algebra I or higher); two years of science; one additional year of English, math or physical science; two years of social science; and four years of additional courses from any area above or foreign language or nondisciplinary religion/philosophy.

Beginning in August 2016, 10 of those courses must be completed before a student’s seventh semester. Seven of those 10 must be a combination of English, math and science. Credit recovery does not count toward NCAA eligibility.

For Division II, an SAT score of 900 or ACT score of 75 and 16 core credits are required.

The NCAA has a central clearinghouse (www.ncaaclearinghouse.net) to certify athletic eligibility to Division I and II institutions. Students who intend to participate with or without a scholarship as a freshman in college must register with and be certified as eligible by the NCAA Initial-Eligibility Clearinghouse.

Prospective athletes also must answer several questions to determine if they meet the amateur requirements of the NCAA.

Initial-eligibility certification pertains only to NCAA requirements for participation in Division I or II athletics and does not bear on admission to a particular institution.

Please see your high school counselor if you have questions.
Plan Your Course of Study

Future Ready Core
All students are expected to meet the requirements outlined in the Future-Ready core course of study with 22 credits to graduate.

Students must complete English I, II, III, and IV.

Beginning with the 2013-14 school year, WS/FCS adopted a single math sequence of Math I, Math II and Math III for all students. To graduate, students must complete four units in Math, including Math I, II and III (or Algebra I, Geometry and Algebra II) and one additional math based on student’s post-secondary plans. To satisfy college admissions requirements, students must complete a math course that is beyond Algebra II or Math III.

In science, students must complete four units, including a physical science course. Biology, earth/environmental science, and one other science course.

Students must complete four units of social studies: World History, Civics and Economics, and American History I and II (or AP/IB U.S. History and one additional course).

One unit of physical education, 1/2 unit of health, and 1/2 unit of Life Management Skills are also required, including CPR training. JROTC can be substituted for physical education and Life Management Skills.

Under the four total elective units required for graduation, two elective credits can be taken from one of the following areas of focus: Career Technical Education, JROTC, arts education, second language or any other subject area (e.g., mathematics, science, social studies, English). The remaining two electives must be any combination from Career Technical Education, arts education or second languages. Please note: students planning to attend college must complete two units of a second language to meet college admissions requirements.

Occupational Course of Study
The Occupational Course of Study (OCS) is for students with cognitive disabilities who have an Individualized Education Program (IEP) and are not enrolled in the Future Ready Core Course of Study. OCS must be selected by the student’s IEP committee and is designed for students who intend to seek employment after high school.

Occupational Prep courses include 150 hours of school-based training, 225 hours of community-based training, and 225 hours of competitive employment. A career portfolio and presentation also are required. Competitive employment. A career portfolio and presentation also are required.

### Class of 2017 and beyond Future-Ready Core Course of Study

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Future-Ready Core</th>
<th>Occupational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 units (I, II, III, IV)</td>
<td>4 units of Occupational English</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 units, including Algebra I, Geometry and Algebra II OR Math I, II and III OR Integrated Math I, II, III and one additional credit based on post-secondary plans</td>
<td>3 units of Occupational Mathematics</td>
</tr>
<tr>
<td>(Eligible courses include Essentials for College Math, Advanced Functions &amp; Modeling, Discrete Math, Pre-Calculus, Integrated Math IV, AP Statistics, AP Calculus AB or BC, IB Math I &amp; II and IB Math Studies I &amp; II. Some CTE Courses are also eligible, including Accounting II, AP Computer Science &amp; Electronics I.)</td>
<td></td>
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</tr>
<tr>
<td><strong>Science</strong></td>
<td>4 units (Biology, a physical science, Earth/Environmental Science and one additional course)</td>
<td>2 units of Occupational Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4 units (World History, Civics and Economics, and American History I and II or AP/IB U.S. History and one additional course)</td>
<td>2 units of Occupational Social Studies</td>
</tr>
<tr>
<td><strong>Phys. Ed. and Health</strong></td>
<td>1 unit Physical Education, Dance (or JROTC-PE II) 1/2 unit Health</td>
<td>1 unit Phys. Ed. 1/2 unit Health</td>
</tr>
<tr>
<td><strong>Life Mgmt. Skills</strong></td>
<td>1/2 unit (or JROTC) (includes CPR training required for graduation)</td>
<td>not required</td>
</tr>
<tr>
<td><strong>Electives (2)</strong></td>
<td>Any combination of Career Technical Education, Arts Education or Second Language</td>
<td>4 units in Career Technical Education pathway</td>
</tr>
<tr>
<td><strong>Electives (2)</strong></td>
<td>Any two electives from CTE, JROTC, Arts Education, Second Language or any other subject area</td>
<td>not required</td>
</tr>
<tr>
<td><strong>Electives or other requirements</strong></td>
<td>not required</td>
<td>6 units Occupational Prep</td>
</tr>
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<td><strong>Totals</strong></td>
<td>22 Units</td>
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## My Education and Career Plan

### Course of Study:

- **Future Ready Core**
- **Occupational Prep**

All students must complete a math sequence that include Algebra I, Geometry, Algebra II, or complete Math I, II, and III and a 4th math that meets your post-secondary plans. Please see your counselor if you have questions.

*Any combination of two (2) Career Technical Education, Arts Education or Foreign Language credits is required.*

### Graduation Requirements

#### Beyond High School

- **Post-Secondary Goals:**
  - 4 year College
  - 2 year College
  - Military
  - Work

### Possible Careers:

- Life Mgmt. Skills
- Health & Safety
- Elective* (4)
- Elective* (4)
- Elective* (4)
- Elective* (4)
- Elective (2)
- Elective (2)

### Total: 8 + 8 + 8 + 8 = 22

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<td>World History</td>
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<tr>
<td>Civics and Economics</td>
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<td></td>
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<td>American History II</td>
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<td>PE or Dance</td>
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<td>Elective</td>
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<tr>
<td>Total: 8</td>
<td>8</td>
<td>8</td>
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</tr>
</tbody>
</table>

### Core or Required Courses

- English
- Math
- Science
- Social Studies
- Physical Education
- Life Skills
- Health

### Electives

- Arts
- Career Technical Ed.
- Foreign Language
- Military Science
- Other
Career Center

Career Center moved to a new, state-of-the-art facility in January 2012. The school is located on the Kennedy campus at 910 Highland Court.

Career Center is an extension of the regular high schools and offers Advanced Placement courses, Career Technical courses, and courses in Chinese, Japanese, German, U.S. History, environmental science, electronic music and music history 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 twice daily; 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.

Counseling and career guidance services can help you in academics and personal development.

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

Advanced Placement Courses

Advanced Placement (AP) courses are offered at Career Center in art, computer science, English, foreign languages, mathematics, music, psychology, science and social studies. Career Center offers the full range of available AP courses.

Visit 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 occupations, family and 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.

Career Center Schedule (Bus times in italics.)

1st period 8:00 - 8:50
(1/2CTE) 8:30 - 10:00
2nd period 9:14 - 10:00
3rd period 10:04 - 10:49
4th period 10:52 - 11:37
6th period 12:45 - 1:32
7th period 1:35 - 2:21
8th period 2:24 - 3:10

FACE Program

The Forsyth Academy of Continuing Education (FACE) provides an after-school setting to serve students who have dropped out and wish to return to school to earn their high school diploma and currently enrolled students who need additional credits outside of the regular school day to ensure graduation and/or promotion. Certified high school teachers provide instruction through online and face-to-face courses, depending on student course needs. Students formerly served through the Extended Day program are now served through FACE. Contact information:

Walter Johnson - FACE Coordinator
wjohnson2@wsfcs.k12.nc.us
Office phone: 336-727-8185
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. To receive full credit, students must take the AP exam given by the College Entrance Examination Board. If students do not take the exam, their final course grade will be reduced by one letter grade.

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 course.

The AP exam fee is currently $91.

Students are responsible for all exam fees.

Scores on these exams 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 placement college credit. 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 all high schools, including English Literature and Composition, Calculus AB, U.S. History, Human Geography, Psychology, Environmental Science, French and Latin. In addition, AP courses are offered at Career Center:

- AP Art — Drawing; AP History of Art
- AP Art Portfolio 2-D; AP Art Portfolio 3-D
- AP English — Composition & Literature
- 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 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
- AP Human Geography
- AP Microeconomics
- AP Macroeconomics
- AP United States History
- AP Psychology

International Baccalaureate Courses (at Parkland IB 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 English III & IV
- IB French IV & V
- IB Spanish IV & V
- IB German IV & V
- IB Latin IV & V
- IB History of the Americas I & II
- IB Theory of Knowledge
- IB Philosophy
- IB Math Studies I & II
- IB Math I & II
- IB Art I & II
- IB Theatre Arts I & II
- IB Music
- IB Dance
- IB Biology I & II
- IB Physics
- IB Environmental Science
- IB Psychology I & II

Early College of Forsyth

The Early College of Forsyth provides students the opportunity to receive college transfer credit while still in high school. Students may earn one to two years of college credit and an Associates Degree in Arts or Science from Forsyth Technical Community College. Students attend classes on Forsyth Tech’s campus as part of their high school. The program is tuition-free, and all college books are provided. High school and college courses receive honors credit. Students will take college courses required to complete the AA or AS degrees while they are enrolled in this program in grades 9-12. Students must be ready to take college courses the first semester of ninth grade.

Middle College of Forsyth

Middle College is a collaborative program between WS/FCS and Forsyth Technical Community College. It is a unique magnet high school for juniors and seniors who are mature, self-motivated and eager to learn in a college setting. It offers an academically challenging curriculum in a small, nurturing environment and is the high school for students who are ready for what comes after high school.

Middle College provides a smaller learning environment that focuses 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 may choose to take Forsyth Tech college classes, and many students graduate with transferable college credits along with their high school diploma.

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. A complete list is found beginning on page 42.

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 declare that they are a college-tech prep student and 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. Students must pay semester fees. WS/FCS purchases textbooks for students that must be returned at the end of the semester.

Career and College Promise at Forsyth Tech provides over 30 different pathways from which to choose.

College Transfer Pathways

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

- Associate of Arts
- Associate of Science

College transfer requirements:

- Junior or senior aged 15 or older
- Weighted GPA of 3.0 on all courses
- Meet prerequisites for all courses
- Demonstrate college readiness

Career Technical Pathways

Students can choose from several Career Technical Pathways. They are listed beginning on page 40.

Career Technical Pathway Requirements:

- Junior or senior aged 15 or older
- Weighted GPA of 3.0 on all courses or principal recommendation
- Meet prerequisites for all courses

How to apply:

- Forsyth Tech Application
- Permission Form with GPA
- Official high school transcript
- Official test scores

For more information about College and Career Promise, please call 734-7466.
Dual Enrollment: Salem College, Wake Forest University and Winston-Salem State University

You may enroll for credit at Salem College, Winston-Salem State University or Wake Forest University in elective courses that are not offered as part of the school system’s curriculum.

You are responsible for tuition charges, books, and transportation. Wake Forest no longer offers a reduced tuition for school system students and has modified its admissions requirements for the program.

You must have the written approval of your principal and the admissions office of the respective college or university before you can enroll in any program or class offered. The special application for admission can be found in school counseling centers. When you apply, you must decide whether the course is for enrichment or credit. All courses taken for credit receive college/university weighting of one quality point.

You must present the application for admission to the Admissions Office of the respective college or university on or before the published registration day. Once enrolled, you are subject to all of the college’s rules and regulations.

Three to five semester hours will be required for a course to count for one unit of high school credit toward graduation. There is no limit on the number of units you may take, as long as you get prior approval from your principal.

N.C. Virtual Public Schools (NCVPS)

With a principal’s approval, students can take online courses from NCVPS. These courses are available to students who have scheduling conflicts, need a course that is not offered at their school or for seniors who need a course to meet graduation requirements. The courses are semester-long, year-long or nine weeks (Health). NCVPS offers more than 100 courses, including AP courses, art and music, career and technical education, English, math, science, social studies, world languages, health, occupational course of study, test prep, honors courses and electives for sixth- through 12th-grade students. A full course list can be found at www.ncvps.org/index.php/catalogue/ or the school district’s NCVPS website at wsfc.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. Please ask your school counselor for more information.

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.

The New SAT

Students take the SAT for college admissions. A redesigned SAT will be offered beginning in March 2016. The 2016 version of the test includes three sections: Reading, Writing and Language, and Math. The essay is optional.

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 or pick up registration forms in your school’s counseling office.

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 PLAN 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.


8
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.

3-Dimensional Design Reynolds
Studio Art course with an emphasis on 3-D art including ceramics, paper mache and wire sculpture. Students will explore the elements and principles of design through the creation and critique of their own 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
Students will be exposed to photography through the use of the digital camera and Photoshop. Composition, value, color theory and other concepts will be covered.

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.

Electronic Media Reynolds
Course centers on the use of computers as art-making tools. Students will be exposed to programs such as Photoshop, Illustrator and Flash. Course involves class critiques.

Painting I Reynolds
Studio Art course that emphasizes an introduction to painting by exposing students to water-based painting media including acrylic, watercolor and tempera. Painting I involves class critiques.

Seminar in the Arts Reynolds
Sample course offerings in Cultural Languages, Theatre Arts, Choral Music, Instrumentation, Creative Writing, Movement/Dance, Dramatic Interpretation, 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 Career Center and Reynolds
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 and 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 Two Periods - Career Center and Reynolds
Apply research to produce two-dimensional art using media and techniques including painting, surface design, printmaking, weaving, collage, papier-mâché, 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 Two Periods - Career Center and Reynolds
Apply research to produce three-dimensional art using media and techniques including sculpture, architectural models, paper, 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

Dance IA Semester
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. Provides required PE credit.

Dance IB Semester
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. Provides required PE credit.

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. Requires credit.

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 an 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 standard written assessment and portfolio assessment.

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 standard written assessment and portfolio assessment.
Arts Education Sequencing

<table>
<thead>
<tr>
<th>Arts student with complete K-8 progression in an arts discipline</th>
<th>Intermediate*</th>
<th>Proficient*</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts student without complete K-8 progression in an arts discipline</td>
<td>Beginning</td>
<td>Intermediate*</td>
<td>Proficient*</td>
</tr>
</tbody>
</table>

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

### 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: Beginning Band; K-8 progression in band; or audition.

#### 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; K-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 I/II music, solos, improvisation, sight 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 I/II 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, 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.

#### 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.

### Choir

#### 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 I/II 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 Theater/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: Admission.

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: Eighth-grade strings or audition.

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, K-8 progression in Orchestra, or audition.

Proficient Orchestra
Develop principles of string tone production, musicianship and musical understanding. Perform music appropriate to grade level. Honors requires Grade V/VI 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
Music 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
Music 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 inkjet 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
High School English I
Focus on close reading techniques and basic writing skills to prepare students for English I.

English I
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.

Honors Seminar I
Develop critical thinking skills and learn to process knowledge across all subject areas through English. Factual information is integrated into problem solving. Participate in extensive research projects.
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.

High School English II

Focuses on critical reading and essay writing to prepare students for the rigor of English II and the end-of-course exam.

English II

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.

Honors Seminar II

Analyze, discuss, and write about classical and contemporary world literature with an emphasis on global ideas and shared humanity instead of cultural differences. Explore language for effectiveness in expressive, explanatory, critical, argumentative and literary purposes while emphasizing informational contexts. Prerequisite: English I.

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

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

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 Semester (.5 unit each)

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 semesters.

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.

Yearbook Publications I

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

Yearbook Publications II

Plan and publish the school’s yearbook. Prerequisites: Yearbook Publications I.

Speech and Debate II

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

Introduction to Composition Semester

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

Intermediate Composition Semester

Develop a variety of short compositions to improve writing style and usage with emphasis on more complex written assignments.

SAT Preparation Semester

Please see p. 21 for description.

Introduction to Journalism

Study basic elements of newspaper writing, including newswriting and analysis, editorials, features, sports, effective layouts and headlines. Learn to write for publication.

Newspaper I

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.

Newspaper II

Plan, design, and publish the school’s newspaper; manage advertising and financing; strengthen and polish editorial skills; assume management responsibilities. Prerequisite: Newspaper I.

Newspaper III

Continue the study of layout, management, writing and editing. Prerequisite: Newspaper II.

Newspaper IV

Plan, design and publish the school’s newspaper; manage advertising and financing; strengthen and polish editorial skills; assume management responsibilities. Prerequisite: Newspaper III.

Newspaper V

Continue to study layout, management, writing and editing. Prerequisite: Newspaper IV.

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 and summer reading required. Recommended senior year course.

AP English - Composition and Literature

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.

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.
English as a Second Language (ESL)

ESL courses are offered for students with limited English proficiency at Carver, East Forsyth, Glenn, Mount Tabor, North Forsyth, Parkland, Reynolds and West Forsyth.

ESL I
For students scoring a composite level 1 on the W-APT/ACCESS assessment. Focus is on the WIDA English language proficiency standards with an 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 composite level 2 on the W-APT/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 English.

ESL III
For students scoring a composite level 3 on the W-APT/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, discussing and writing non-fiction and fiction. Students will continue to develop learning strategies to increase success in other academic classes.

ESL IV
For students scoring a composite level 4 and above on the W-APT/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 LEP students
Sheltered courses follow the SIOP protocol and are designed for LEP 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 LEP 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.

World (Foreign) 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: Practical Spanish for Native Speakers

American Sign Language Level I
American Sign Language (ASL) is a visual language in the Modern Languages category. Level I students learn basic interactive, receptive and expressive skills in ASL. They develop skills in the three modes of communication: interpretive, interpersonal and presentational. Students are expected to gain Novice Mid proficiency on the ACTFL language proficiency scale in most of the skill areas. ASL meets foreign language requirements for UNC admissions.

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; French also at 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: Level III or SNS II.

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.
**Foreign Language Flow Chart**

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**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 expected 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.

**Practical Spanish for Native Speakers 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.

**Practical Spanish for Native Speakers 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 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 presentation-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 presenational 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. All Level III language courses are Honors level courses. 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 Semester
Learn and demonstrate skills for maintaining a healthy life through the strands of 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 find help from community resources for prevention of various health problems, treatment and support. Required for graduation.

Health Honors
Focus on scientific and physiological aspects of the five strands of health education, leadership, service and project-based components, and the application of technology and research. Prerequisite: Health with a grade of B or greater.

Life Management Skills Semester
Develop skills for success in high school and beyond. Study character traits and how they apply to leadership, goal-setting, decision-making, stress management, study skills, relationships, conflict resolution and Internet citizenship. This course will allow the CPR instruction mandated for graduation. Service project required. Required for all ninth-grade students and for graduation. Students who successfully complete 18 weeks of JROTC (18 weeks under the A/B block schedule, 9 weeks under the regular block course) may receive graduation credit for the course with the approval of their guidance departments. Students in 10th, 11th and 12th grades who need to meet the graduation requirement may take an alternative course, such as Personal and Social Responsibility, Quest or JROTC.

Personal and Social Responsibility Semester
Learn responsibility and accountability for actions. Learn critical concepts and behavioral skills through role playing, games and small group activities designed to strengthen self-esteem, responsibility, effective relationships, conflict resolution, problem solving, and goal setting. Prerequisite: teacher recommendation for ninth- and 10th-grade students.

Quest/Skills for Action Semester
Participate in class discussions, sharing and service to the school and community. Practice service learning through volunteer projects in class and as part of the community.

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 at Level I on the eighth-grade Math EOG. Does not count as a math credit for the Future-Ready Core Course of Study.

Foundations of Math I
Strengthens skills needed for success in Math I. Does not count as a math credit for the Future-Ready Core Course of Study.

Math I
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. Technology, including manipulatives, graphing calculators, and application software, will be used for instruction and assessment. First math course for Future Ready Core Course of Study.

Foundations of Math II
Strengthens skills needed for successful completion of Math II. Does not count as a math credit for the Future-Ready Core Course of Study.

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

IB MYP Math II
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 curriculum and the IB MYP through global contexts, interdisciplinary units, student collaboration and Socratic Seminars. Prerequisite: Math I.

Foundations of Math III
Strengthens skills needed for successful completion of Math III. Does not count as a math credit for the Future-Ready Core Course of Study.

Math III
Continues study of standards learned in Math I and II. Math III also includes algebraic concepts such as the complex number system, inverse functions, trigonometric functions, the unit circle, and geometric concepts of conics and circles. Technology, including manipulatives, graphing calculators, and application software, will be used for instruction and assessment. Third math course for Future Ready Core Course of Study. Prerequisites: Math I and Math II.

IB MYP Math III
Content includes algebraic concepts, such as the complex number system, inverse functions, trigonometric functions, the unit circle, and geometric concepts of conics and circles. Technology, including manipulatives, graphing calculators, and application software, will be 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: Math II.

Advanced Functions and Modeling
Provides an in-depth study of modeling and applying functions. Applications will come from home, work, recreation, consumer issues, public policy and scientific investigations among other areas. Manipulatives, graphing calculators and application software used for instruction and assessment. Prerequisite: Math III, Algebra II or Integrated Math III. Counts as a fourth math course for Future-Ready Core Course of Study.

Discrete Mathematics
Learn about the mathematics of networks, social choice and decision making. Extends application of matrix arithmetic and probability. Applications and modeling are central to this course. Manipulatives, calculators and application software used for instruction and assessment. Prerequisite: Math III, Algebra II or Integrated Math III. Counts as a fourth math course for Future-Ready Core Course of Study.

Essentials for College Math
Designed to strengthen understanding of advanced Algebra concepts involving exponents, quadratics, equations, measurement, number operations, systems, linear functions and statistics. Senior-level course not intended for those planning to major in a STEM (science, technology, engineering, and mathematics) area beyond high school. Prerequisite: Math III. Counts as a fourth math course for Future-Ready Core Course of Study.

Pre-Calculus
Prepare for college-level courses in calculus and abstract algebra. Prerequisite: Math III, Algebra II or Integrated Math III. Counts as a fourth math course for Future-Ready Core Course of Study.

IB MYP Pre-Calculus
Content prepares students for college-level courses and includes discrete and continuous functions, logarithms and exponentials, analytical trigonometry, parametric equations, sequences and series and limits as it applies to entry-level calculus. Technology, including manipulatives, graphing calculators, and application software, will be used for instruction and assessments. 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: Math III.

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
Mathematics Flow Chart

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<td>Essentials for College Math Fund &amp; Modeling</td>
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<td>Adv Fund &amp; Modeling Pre-Calculus</td>
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Students must complete Algebra I, Geometry, Algebra II; or Integrated Math I-III; or Math I-III; and a fourth math course aligned with student’s postsecondary plans.

Computer Science
Learn to program in BASIC/Visual BASIC/Pascal and apply computer programming skills to the solutions of problems in mathematics and other fields. Prerequisite: B in Math I, Algebra I, or Integrated Math I; Algebra II, Integrated Math III or Math III or enrolled in Math III for Honors credit. Does not count as a math credit for the Future Ready Core Course of Study.

Systems Modeling Career Center
Provide learners an introduction to the study of system dynamics through modeling. STELLA software will be used to visualize and communicate how complex systems and ideas work. (Career Center only). Prerequisite or Co-requisite: Pre-Calculus or Integrated Math IV. Does not count as a math credit for the Future Ready Core Course of Study.

AP Calculus AB
Study elementary functions and introductory differential and integral calculus. Prerequisite: Pre-Calculus or Integrated Math IV.

AP Calculus BC Career Center
Cover the calculus of functions of a single variable, geometry in the plane, elementary differential equations, and sequences and series. Prerequisite: Pre-Calculus or Integrated Math IV.

AP Computer Science Principles Career Center
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. Does not count as a math credit for the Future Ready Core Course of Study.

AP Computer Science A Career Center
Study programming 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 Math III Honors or completed Algebra II Honors or Integrated Math III Honors. Does not count as a math credit for the Future Ready Core Course of Study.

AP Calculus/Advanced Placement

AP Statistics Career Center
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. Prerequisites: Pre-Calculus or Integrated Math IV, or enrolled in Pre-Calculus.

IB Math Studies I
Use an inquiry approach to investigate mathematical concepts. Cover concepts that can be applied to contexts that relate to other subjects, general world situations and topics that relate to work, home and leisure. Junior-year course; first year of IB SL Math Studies course. Prerequisite: Algebra II or Integrated Math III.

IB Math Studies II
Participate in data collection experiment and produce a statistical analysis project. Senior-year course; second year of the IB Math Studies SL course. Upon completion, students may sit for the IB SL Math Studies assessment. Prerequisite: IB Math Studies I.

IB Math I
Be introduced to important mathematical concepts through the development of mathematical techniques. Apply the mathematical knowledge you learn to solve meaningful problems. Appreciate the international dimensions of mathematics and the multiplicity of its culture and historical perspectives. Junior-year course; first year of IB SL Math course. Prerequisite: Honors Algebra II, Honors Integrated Math III or Math III.

IB Math II
Create a portfolio of mathematical problem-solving skills. Study advanced analysis of functions and a full year of calculus. Senior-year course; second year of IB Math SL course. Upon completion, students may sit for the IB SL Math assessment. Prerequisite: IB Math I.

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 IV and V 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 the 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 North Forsyth or 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
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
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
Assistant 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. Placement 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.
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 model, 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 Semester
Demonstrate competency and proficiency in at least three of the following activities: team sports, individual sports, dual sports, dance, gymnastics, aquatics, outdoor pursuits and self-defense. Students are expected to learn concepts, principles, strategies and tactics that apply to the learning and performance of movement. They will evaluate personal health-related physical fitness statuses and create plans for maintaining lifelong health enhancing behaviors. Strategies for developing behaviors that are responsible and enhance respect of self and others that value physical activity will be included in this course. Required for graduation.

Select one of the following to meet graduation requirements: Physical Education II, PE II Lifeskills as Wellness, PE II Team Sports, PE II Weight Training.

Physical Education II Semester
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. Selected students who successfully complete JROTC may receive credit for PE II with the approval of their guidance department.

PE II Lifetime Sports and Wellness Semester
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 II Team Sports Semester
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 Semester
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
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
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
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 III Weight Training
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.

PE III Weight Training
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
Investigate various fitness/wellness programs available and develop an appropriate individualized program and be familiar with factors that benefit athletic performance. Recognize current best practices related to fitness and nutrition.

Dance IA Semester
The state-required Essential Standards for Physical Education will be taught in this course. Students will evaluate personal health-related fitness status and create plans for maintaining lifelong health behaviors. Examine modern dance as a creative art form and develop a strong technique base to improve strength, flexibility and endurance. Explore roles as dance performers and choreographers with the opportunity to present small group works.

Dance IB Semester
Explore and develop techniques appropriate for the advanced student. Discover new forms of expression through choreography. Prerequisite: Dance IA or audition.

Science

Biology

IB Biology I
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.

IB Biology Seminar
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 IB MYP.

AP Biology Career Center
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
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.
Environmental Science. Senior-year course. Prerequisite: Earth/Environ. Sci. and biodiesel. Prerequisite: Earth/Environmental Science. Study political, social, and economic values closely related to the health of the environment. Laboratory-based explorations include gross and microscopic anatomies; extend foundational understanding of the human body. Honors course requires individual research projects. Prerequisite: Biology.  

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. Prerequisite: Biology.  

Earth and Environmental Science  
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.  

H S HIGH SCHOOL REGISTRATION  
Science Flow Chart  
<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td>Physical Science</td>
<td>Biology</td>
<td>Earth/Environ. Sci.</td>
<td>Anatomy, GSI, Chemistry</td>
</tr>
<tr>
<td>Earth/Environmental Science</td>
<td>Biology</td>
<td>Physical Science</td>
<td>Anatomy, Chemistry, GSI, Expl of All Energies</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Honors Biology</td>
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<tr>
<td>Seminar Biology</td>
<td>Chemistry</td>
<td>AP/IB Science</td>
<td>AP/IB Science</td>
</tr>
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</table>

IB Biology II  
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  
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: Biology.  

Earth and 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.  

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.  

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.  

IB Physics  
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: Algebra II, Integrated Math III or Math III.  

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.  

Physics  
Study the physical nature of the world through qualitative and quantitative methodologies. Laboratory-based experiences involve the use of 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 Math III or currently enrolled in Math III.  

Aerospace Science I North Forsyth and Reagan  
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). Can be used as an elective science credit for graduation.  

Aerospace Science II North Forsyth and Reagan  
Study principles of aircraft flight, propulsion systems and the human body’s reaction to flight and space travel. Take a flight in a small aircraft, and use a cockpit simulator. Study Air Force customs, drill, and uniform. Can be used as an elective science credit for graduation. Must adhere to the U.S. Air Force Junior Reserve Officers’ Training Corps program.
AP Chemistry Career Center
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 require qualitative and quantitative analysis using the language of mathematics to describe observations. Prerequisites: Chemistry and Algebra II, Integrated Math III or Math III.

AP Physics I Career Center
Study and explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Prerequisites: Students should have completed Geometry or Math II and be concurrently taking Algebra II, Math III or an equivalent course.

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; electromagneticism; physical and geometric optics; and quantum, atomic, and nuclear physics. Pre-requisites: Students should have had AP Physics I 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: Chemistry AND Math III.

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: Math III.

Social Studies
World History
Examine six periods in the study of World History, with a key focus of study from the mid 15th century to present. Students study major turning points that shaped the modern world. They develop relevant understandings of current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Additional research, reading and writing assignments required for honors level.

Honors Seminar I
Develop critical thinking skills. Learn to process knowledge across several curriculum areas. Examine the historical roots of significant events, ideas, movements and phenomena around the world. Broaden your historical perspectives as you explore ways societies have dealt with continuity and change. Extensive research projects are required. Meets graduation requirement for World History.

IB MYP World History
Students examine the six periods of world history with a focus on the 15th century to present day. Students study major turning points in history through inquiry-based lessons. Students develop relevant understandings of current world issues and the interconnected nature of all things in history. The course serves as the required credit for graduation and incorporates extensive research, writing, presentation and seminar assignments. The course addresses the required state curriculum and the IB MYP through global contexts, interdisciplinary units, student collaboration and Socratic Seminars.

American History I
The course covers the European exploration of the new world through Reconstruction. Examines the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students learn about the important political and economic factors that contributed to the development of national America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

American History II
The course covers the late 19th century through the early 21st century. Examines the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. Traces the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.
Bible History A and B Semester
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. Students may take one or both of these courses, in any order. Completion of World History is recommended before enrolling in this course. Does not meet the graduation requirement for World History. These courses are paired together for scheduling purposes.

World Geography Semester
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. It will be paired with International Relations for scheduling purposes.

International Relations Semester
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 U.S. History is recommended before enrolling in this course. This course does not meet the graduation requirement for World History. It will be paired with World Geography for scheduling purposes.

Psychology
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. Study Europe from the late Medieval Period (c. 1200) to the present day. The course emphasizes the character and intellectual development of individuals and society. Explore the use of 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 interation of major societies in the global community and the results of that interaction.

AP Human Geography
Study patterns and processes that have shaped their science and practice.

AP Microeconomics Semester, Career Center
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. Paired with AP Macroeconomics for scheduling.

AP World History Semester, Career Center
Study the diverse history and culture of Latin America and Latino Americans, from life before Columbus to contemporary life in the United States and North Carolina. Focus on immersion in the Western Hemisphere’s oldest civilizations and Latino Americans in North Carolina. Additional research, reading and writing assignments required for honors level. This course would complement enrollment in any Spanish course.

Sociology Semester
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.

20th Century Civil Liberties and Civil Rights
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. Because of past and current global calls for universal human rights based on Jefferson’s ideals, this course should promote the interconnected civil liberties and civil rights narrative of a people, a nation, and a world.

AP Government and Politics: United States Semester, Career Center
Study American political institutions, beliefs and practices, political parties and ideologies. Analyze and compare different American political systems. Study, discuss and debate contemporary politics. Paired with AP Government and Politics: Comparative for scheduling.

AP Government and Politics: Comparative Semester, Career Center
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) (Paired with AP Government and Politics: United States for scheduling.)

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 be able to assess historical materials— their relevance to a given interpretive theme, 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 U.S. History. (Paired with AP Government and Politics: Comparative for scheduling.)

AP European History Career Center
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
Use relevant factual knowledge taken from primary and secondary sources 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...
Special Offerings

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. There is a $55 fee for the class.

SAT Preparation Semester

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.

Credit by Demonstrated Mastery
Credit by Demonstrated Mastery (CDM) is the state Board of Education approved process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content, without course enrollment or seat time. CDM consists of a multi-phase assessment:

Phase 1: Student examination demonstrating foundational knowledge, using an EOC, CTE or other LEA exam. Students must score at the 94% on exam to successfully complete this phase.

Phase 2: Student artifact demonstrating application of knowledge; artifacts may include research, papers, and presentations.

Please see your counselor for more information and application. The deadline to apply for Credit by Demonstrated Mastery for the 2016-17 school year is March 4.
Agricultural Education

Agriscience Applications
Develop skills that focus on integrating biological and physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics include agricultural awareness and literacy, leadership and FFA, employability skills, and introduction to all aspects of the agricultural industry. Supervised agricultural programs and FFA leadership activities provide opportunities to apply skills.

Environmental and Natural Resources Studies I and II
Topics include environmental studies, including renewable and non-renewable resources, history, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry and wildlife habitat.

Horticulture I and II
Topics include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, greenhouse production and management, horticulture production, watering systems, light effects, landscape design, installation and maintenance, lawn and turf grass management, career planning, and leadership/personal development. Supervised agricultural programs and FFA leadership activities provide opportunities to apply skills.

Business, Finance & Information Technology

Accounting I
Study basic principles of accounting cycle. Emphasize 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.

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

Business Law
Explore basic principles of business and personal law. Business topics include contract law, business ownership, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law and consumer protection laws. Social studies and English language arts are reinforced. Prerequisite: Principles of Business and Finance.

Business Management
Explore understanding of management, including customer relationship management, human resources management, marketing management, project management, quality management and strategic management. Economics, finance, and professional development are also stressed. English language arts is reinforced. Prerequisite: Principles of Business and Finance.

Agricultural, Food & Natural Resources

Pathways
| Agriscience Applications | Environmental & Natural Resources I | Environmental & Natural Resources II | CTE Adv Studies
|-------------------------|-------------------------------------|-------------------------------------|------------------|

Cluster Enhancement Courses:
- Career Management, Microsoft Word & PowerPoint
- Microsoft Excel & Access, Marketing, Culinary Arts & Hospitality
- Entrepreneurship I, Principles of Business & Finance, CTE Internship

* Indicates completer course

Business Management
Explore understanding of management, including customer relationship management, human resources management, marketing management, project management, quality management and strategic management. Economics, finance, and professional development are also stressed. English language arts is reinforced. Prerequisite: Principles of Business and Finance.

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

Entrepreneurship II
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: Entrepreneurship I.

Microsoft ITA: Excel and Access
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. Learn how to use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Learn how to create and work with a database and its objects by using Microsoft Access.

Microsoft ITA: Word and PowerPoint
Students benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. Students learn to create, edit, organize and share a virtual notebook. Students will use Microsoft Word to create, enhance, customize, and share documents. Students will learn to use PowerPoint to create, enhance, customize and deliver presentations. Students will learn the basic features of Publisher.

Multimedia and Webpage Design
This revised course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications.

Business, Management & Administration

Pathways
<table>
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<tr>
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<th>Business Management*</th>
<th>CTE Advanced Studies</th>
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Cluster Enhancement Courses:
- Career Management, Multimedia and Webpage Design, Microsoft Excel & Access, Marketing, Strategic Marketing, Personal Finance, CTE Internship

* Indicates completer course
National Academy of Finance I: Principles of Accounting and Applied Finance Semester each, East Forsyth and West Forsyth
Consists of two courses provided by NAF. Topics include basic accounting, banking and credit, insurance and securities.

Principles of Business and Finance
Study the rights and responsibilities of a consumer and worker, career opportunities, credit, money management, budgeting, investments, free enterprise and economic systems as they relate to the global economy. May be used as a math credit after completion of the course of study math graduation requirements.

Career Development
Career Management
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.

Family & Consumer Sciences
Apparel & 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.

Apparel & Textile Production II
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. Prerequisite: Apparel & Textile Production I.

Introduction to Culinary Arts and Hospitality
Career Center
Focus on basic safety and sanitation practices, leading to a national industry-recognized food safety credential. Commercial equipment, small-wares, culinary math, and basic knife skills in a commercial foodservice facility are taught. Art, mathematics, and science are reinforced.

Culinary Arts and Hospitality I Career Center
Focus on basic skills in cold and hot food production, baking and pastry and service skills. Art, English language arts, mathematics, and science are reinforced. Prerequisite: Introduction to Culinary Arts and Hospitality.

Culinary Arts and Hospitality II Two Periods - Career Center
Offers advanced experience in food production, management, hospitality and service. Study business management, menu planning and advanced food preparation. Refine and practice skills for appropriate food service or hospitality through internships, apprenticeships and job shadowing. Skills in communications, creative thinking, art and entrepreneurship are reinforced. Prerequisite: Culinary Arts and Hospitality I.

Early Childhood Education I Two Periods - Career Center
Prepare for a career working with children from birth to 8. Emphasis on enhancing the development of young children while providing care or teaching. Topics include health, safety, guidance and developmentally appropriate activities. Refine and practice skills in the state-licensed childcare center on campus. Off-campus internships for seniors. Prerequisite: Parenting and Child Development.

Early Childhood Education II Two Periods - Career Center
Students learn about licensing procedures, management of a childcare center and designing space. They also explore the needs of exceptional children. Planning activities for school-age programs and working with infants and toddlers are part of the curriculum. Prerequisite: Early Childhood Education I.

Foods 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.

Foods II – Enterprise
Kennedy
This course focuses on advanced food preparation techniques while applying nutrition, food science and test kitchen concepts using new technology. Students take the exam for a nationally recognized food safety credential. Prerequisite: Foods I.

Foods II – Technology
Atkins
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: Foods I.

Human Services
Pathways
Cluster Foundation Courses

<table>
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<th>Principles of Business &amp; Finance</th>
<th>Accounting I</th>
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<tbody>
<tr>
<td>Personal Finance</td>
<td>Personal Finance</td>
<td>Accounting II*</td>
</tr>
<tr>
<td>Microsoft Excel &amp; Access</td>
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<td>Business Law</td>
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<tr>
<td>Principles of Business &amp; Finance</td>
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<td>CTE Community College*</td>
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<tr>
<td>AOF Principles of Accounting</td>
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<td>CTE Community College*</td>
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<tr>
<td>AOF Applied Finance</td>
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Cluster Enhancement Courses: Career Management, Microsoft Word & PowerPoint, Marketing, Strategic Marketing, CTE Internship
* Indicates complete course

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<th>Personal Care Services</th>
<th>Principles of Business &amp; Finance</th>
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<tbody>
<tr>
<td>Principles of Business &amp; Finance</td>
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<td>Cosmetology II*</td>
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<tr>
<td>Personal Finance</td>
<td>Cosmetology I</td>
<td>CTE Advanced Studies</td>
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Cluster Enhancement Courses: Career Management, Microsoft Word & PowerPoint, Microsoft Excel & Access, Foods I, Entrepreneurship I, CTE Internship
* Indicates complete course
## Hospitality & Tourism

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<td>Intro to Culinary Arts &amp; Hospitality Foods II* (Kennedy)</td>
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<tr>
<td></td>
<td>Culinary Arts &amp; Hospitality</td>
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<tr>
<td></td>
<td>Culinary Arts &amp; Hospitality II*</td>
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<tr>
<td>Travel &amp; Tourism</td>
<td>Sports &amp; Entertainment Marketing I*</td>
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<td></td>
<td>Entrepreneurship I</td>
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<td></td>
<td>CTE Advanced Studies</td>
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<tr>
<td>AOHT Principles of Hospitality</td>
<td>AOHT Geography for World Cultures*</td>
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<tr>
<td>AOHT Customer Service</td>
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<td>AOHT Customer Service</td>
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### Cluster Enhancement Courses:
- Career Management
- Multimedia and Webpage Design
- Microsoft Word & PowerPoint
- Microsoft Excel & Access
- Foods I
- Principles of Business & Finance
- Personal Finance

* Indicates completer course

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## Architecture & Construction

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### Cluster Enhancement Courses:
- Career Management
- Multimedia and Webpage Design
- Microsoft Word & PowerPoint
- Microsoft Excel & Access
- Marketing
- Fashion Merchandising
- Apparel & Textile Production I
- Entrepreneurship I
- CTE Internship

* Indicates completer course

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### Interior Design I

Focus on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art and mathematics are reinforced.

### Interior Design II

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. Prerequisite: Interior Design I.

### Interior Applications

Prepare for entry-level and technical work opportunities in interior design. Develop interior applications to meet clients’ needs using components found in residential and non-residential settings. Apply design, selection, production, and renovation skills to wall and floor coverings, lighting, windows, case goods, and upholstered furniture. Art and mathematics are reinforced. Prerequisite: Interior Design I.

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## Health Science

### Biomedical Technology I 
* Atkins

Challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer and biomedical research. Develops skills in science, mathematics, communications, health, and social studies.

### Biomedical Technology II 
* Atkins

Focus on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. Curriculum developed by the National Institutes of Health. Prerequisite: Biomedical Technology I.

### Principles of Biomedical Science 
* Atkins

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 autopsies, 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.

### Biotechnology I 
& II 
* Atkins

These courses seek to answer 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 lab operating procedures, keeping a scientific notebook, research techniques and career opportunities. Prerequisite: Biomedical Technology I.

### Forensic Science 
* Atkins

This is a survey course in the study of forensic science. The course includes topics in crime scene investigation, fingerprinting, forensic archaeology and anthropology, criminal laboratory analysis, blood and DNA, toxicology, ballistics, hair and fibers, computer forensics, and career opportunities.
### Health Science I
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.

### Health Science II
This course focuses on the National Healthcare Foundation Standards and Accountability Criteria and the National Health Science Career Cluster Model pathway. 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: Health Science I.

#### Health Team Relations
Kennedy, Walkertown
Designed to assist potential health-care workers to function as team members. Topics include terminology, the history of health care, agencies, ethics, legal responsibilities, medical math, leadership and career decision-making. Work-based learning strategies include service learning, field trips and job shadowing.

#### Nursing Fundamentals
Two Credits
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: Health Science II.

#### Pharmacy Technician
Kennedy
Self-paced, online instruction prepares seniors for a pharmacy technician career. Topics include federal law, medication used in major body systems, calculations and pharmacy operations. Mathematics is reinforced. Prerequisite: Health Science II.

### Marketing & Entrepreneurship

#### Academy of Hospitality and Tourism I: Principles of Hospitality and Customer Service
**Semester each, Carver and Mt. Tabor**
Introduction to career opportunities in the hospitality and tourism industry, creating new options for the future. Emphasis on principles of hospitality and tourism, customer needs and expectations, economic and environmental implications, domestic and international travel and cross-cultural awareness.

#### AOHT II: Geography and World Cultures and Hospitality Marketing
**Semester each, Carver and Mt. Tabor**
Expands knowledge and prepares students for opportunities in the hospitality and tourism industry. Emphasis is placed on geography and world culture and hospitality marketing. Students will explore the world’s geographic regions and factors that create desirable travel destinations. A focus will be on creating marketing plans and career opportunities in the field of hospitality marketing.

#### AOHT III: Sustainable Tourism and Event Planning
**Semester each, Carver and Mt. Tabor**
Look at the profound changes in the global tourism industry. Examine environmental and socioeconomic impacts, as well as the transition to a greener tourism economy. Explore tourism development in terms of increased sustainability, profitability, and benefits to the surrounding communities. Learn the skills required in event planning, including sports, entertainment and performing arts events.

### Entrepreneurship I
Evaluate going into business and working for or operating a small business. Explore feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Develop components of a business plan and evaluate startup requirements. Prerequisite: Marketing, Personal Finance, or Principles of Business and Finance.

### Entrepreneurship II
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. Prerequisite: Entrepreneurship I.

### Fashion Merchandising
For students interested in a career in the fashion industry and the merchandising of fashion. Topics include an overview of the fashion industry, evolution and movement of fashion, career development, risk management, promotion and fashion shows production.

### Pathways

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### Cluster Enhancement Courses
- Career Management
- Multimedia & Webpage Design
- Microsoft Word & PowerPoint
- Microsoft Excel & Access
- Business Law
- Apparel & Textile Production I
- Personal Finance
- Hospitality & Tourism
- CTE Internship

* Indicates completer course
Marketing Management (optional Co-op) One or two periods
Designed to continue the foundations covered in Marketing or Fashion Merchandising. Topics of study include recruiting, hiring, training and evaluating employees; information management; purchasing; pricing; ethics; sales management; and financing. Prerequisite: Marketing or Fashion Merchandising.

Sports and Entertainment 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.

Sports and Entertainment Marketing II
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: Sports and Entertainment Marketing I.

Strategic Marketing (optional Co-op)
This course focuses on the impact of marketing on society. Emphasis is placed on procedures used in buying behavior, managing marketing information, developing products, pricing, promotion, marketing channels, supply chain management, retail operations, and global marketing. The curriculum, activities and resources used in this course are written at the college freshman level.

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

Advanced Game Art and Design Atkins
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: Game Art and Design.

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.

Information Technology

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<td>Network Engineering Technology I (CISCO)</td>
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<td>Adobe Video Design CTE Adv. * Studies</td>
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**Cluster Enhancement Courses:** Career Management, Entrepreneurship I, Personal Finance, CTE Internship
* Indicates complete course

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

**Engineering Design**
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. Prerequisite: Technological Design.

**Engineering/Project Lead the Way**
Civil Engineering and Architecture Atkins
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. Prerequisite: Principles of Engineering.

**Computer Integrated Manufacturing Atkins**
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 computer equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included. Prerequisite: Introduction to Engineering Design.

**Computer Science and Software Engineering Atkins**
Students create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulations. Students collaborate to create and present solutions that can improve people’s lives. Students work in teams to develop computational thinking and problem solving skills.

**Digital Electronics Atkins**
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 prior to the actual construction of circuits and devices.

**Engineering Design and Development Atkins**
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. Prerequisite: three units in the Pre-Engineering strand.

**Introduction to Engineering Design Atkins**
A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

**Principles of Engineering Atkins**
A course that 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 social and political consequences of technological change. Prerequisite: Introduction to Engineering Design.

**Trade & Industrial**
Adobe Video Design Career Center
This course is a project-based course that develops skills in video design and production using Adobe tools. This course is aligned to Adobe Premiere certification and will use the Adobe curriculum. Prerequisite: Advanced Digital Media.

**Introduction to Automotive Service Career Center**
Introduction to skills in service and safety, engine repair, automatic transmissions and transaxles, manual drivetrain and axles. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

**Automotive Service I Career Center**
Introduction to basic automotive skills in suspension and steering, heating and air conditioning and engine performance. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. Prerequisite: Introduction to Automotive Service.
Science, Technology, Engineering & Math

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**Cluster Enhancement Courses:** Career Management, Multimedia & Webpage Design, Microsoft Word & PowerPoint, Microsoft Excel & Access, Horticulture I, Entrepreneurship I, Principles of Business & Finance, Personal Finance, CTE Internship

* Indicates completer course

**Automotive Service II Career Center**
Develops 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. Prerequisite: Automotive Service I.

**Automotive Service III Career Center**
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. Prerequisite: Automotive Service II.

**Aviation Technology I and II Two periods - Career Center**
Develops 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.

**Building Skills I Kennedy**
This course is designed to introduce students in the Construction and Design Academy to several trades in the construction industry. Topics include green construction, wall framing, roof framing, concrete, plumbing, and electrical. Hands-on projects and site visits will be an integral part of this course.

**Building Skills II Kennedy**
This course studies cabinetmaking, communications, drywall, finish carpentry, masonry, painting, tile setting, surveying and site planning. Hands-on projects and site visits will be an integral part of this course. Prerequisite: Building Skills I.

**Core and Sustainable Construction Career Center and Kennedy**
This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all NCCER curriculum.

**Carpentry II Career Center**
This course covers additional technical aspects of carpentry with emphasis on development of 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: Core and Sustainable Construction.

**Carpentry III Career Center**
This course develops advanced technical aspects of carpentry with emphasis on 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: Carpentry I.

**Introduction to Collision Repair Career Center**
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.

**Collision Repair I Career Center**
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. Prerequisite: Introduction to Collision Repair.

**Collision Repair II Career Center**
This course focuses on refinishing automobiles. Using curriculum from I-CAR, students will learn about repairing and priming vehicles and vehicle parts; using and maintaining a spray gun; mix, store, and dispose of hazardous materials; understand the corrosion protection process; sand, buff, and detail a refinished vehicle. Prerequisite: Collision Repair I.

**Transportation, Distribution & Logistics**

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**Cluster Enhancement Courses:** Career Management, Microsoft Word & PowerPoint, Microsoft Excel & Access, Principles of Business & Finance, Personal Finance, CTE Internship

* Indicates completer course
### Architecture & Construction

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**Cluster Enhancement Courses:** Career Management, Multimedia & Webpage Design, Microsoft Word & PowerPoint, Microsoft Excel & Access, Marketing, Fashion Merchandising, Apparel & Textile Production I, Entrepreneurship I, CTE Internship.

*Indicates completer course.

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**Collision Repair III Career Center**

This course covers the cost of repairing an automobile. Using curriculum from I-CAR, students will learn about writing a complete and accurate damage analysis report for front, side, and rear impact damage on drivable vehicles. Additional topics include analyzing damage to restraint systems, coordination of parts ordering and scheduling, diagnosing simple electrical damage, and analyzing damage to advanced materials. Prerequisite: Collision Repair II.

**Cosmetology I Three periods - Career Center**

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 purchase a kit with necessary tools and work in after-school/weekend settings to earn the required 600 hours.

**Cosmetology II Three periods - Career Center**

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. Additions to the kit purchased for Cosmetology I are also required. Prerequisite: Cosmetology I.

**Digital Media Career Center**

Provides industry knowledge and skills in the overall digital media design field. Areas covered in this course include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. English language arts, mathematics, and science are reinforced. Prerequisite: Multimedia & Webpage Design.

**Advanced Digital Media Career Center**

Provides students with industry knowledge and skills in the digital media design field. Areas covered in this course include graphics, animation, video and web design. Emphasis is placed on concepts of graphic design, various digital media technologies, non-linear editing, product development and design and career development. Art, English language arts, and mathematics are reinforced. Prerequisite: Digital Media.

**Drafting I East Forsyth, Glenn, Mount Tabor, Reynolds, West Forsyth**

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, as well as CAD (computer-aided design), orthographic projection and 3D modeling. Skills in communication, mathematics, science, and leadership are reinforced.

**Drafting II Architectural East Forsyth, Glenn, Mount Tabor, Reynolds, West Forsyth**

This course focuses on the principles, concepts and use of complex graphic tools used in the fields of architecture, structural systems and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections and elevation drawings. Mathematics, science, and visual design are reinforced. Prerequisite: Drafting I.

**Drafting II Engineering East Forsyth, Glenn, Mount Tabor, Reynolds, West Forsyth**

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. Prerequisite: Drafting I.

**Drafting III Architectural East Forsyth, Glenn, Mount Tabor, Reynolds, West Forsyth**

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 walls sections. Teamwork and problem-solving skills are reinforced. Prerequisite: Drafting II: Architectural.

**Drafting III Engineering East Forsyth, Glenn, Mount Tabor, Reynolds, West Forsyth**

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 mathematical concepts are reinforced. Prerequisite: Drafting II: Engineering.

**Electrical Trades I Career Center**

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. Prerequisite: Core and Sustainable Construction.

**Electrical Trades II Career Center**

This course provides an introduction to 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. Prerequisite: Electrical Trades I.

**Electrical Trades III Career Center**

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: Electrical Trades II.

**Fire Fighter Technology I Walkertown**

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.

**Fire Fighter Technology II Walkertown**

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. Prerequisite: Fire Fighter Technology I.

**Graphic Design I Two periods - Career Center** (Formerly Commercial Art I)

Learn about key aspects of the advertising, marketing, and graphic design industries. Course content includes practical and creative projects, such as the layout and design of advertisements, flyers, and other print collateral. Students use industry-standard computers and Adobe software InDesign, Photoshop and Acrobat Professional.

**Graphic Design II Two periods - Career Center** (Formerly Commercial Art II)

Topics include logo creation, brochures, posters, t-shirt design, advertisements, newsletters, animations and books. Some projects involve work from local organizations. Independent projects require high student accountability. Students use industry-standard computers and Adobe software Illustrator, InDesign, Photoshop and Acrobat Professional. Course prepares students for Adobe Certified Associate (ACA) in Adobe Photoshop, Adobe InDesign, and Adobe Illustrator. Prerequisite: Graphic Design I.

**Masonry I Kennedy**

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. Prerequisite: Core and Sustainable Construction.
Masonry II Kennedy
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. Prerequisite: Masonry I.

Masonry III Kennedy
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 leader are also introduced in this course. Prepares students for National Center for Construction Education and Research (NCCER) certification. Prerequisite: Masonry II.

Network Engineering I Career Center
This course provides a hands-on introduction to networking and the Internet using the Cisco CCNA Discovery - Networking for Home and Small Businesses curriculum. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) Certificate.

Network Engineering II Career Center
This course uses Cisco CCNA Discovery - Working at a Small-to-Medium Business or ISP curriculum. This course provides a basic overview of routing and remote access, addressing, security, email services, web space, and authenticated access and Cisco Certified Entry Networking Technician (CCENT) exam preparation. Prerequisite: Network Engineering I.

Commercial Photography I Two Periods - Career Center
Introduction to commercial photography designed to prepare students for an entry-level (or higher) position in several photography career areas. Includes introduction to basic camera, darkroom and digital imaging technologies combined with creative and artistic skills. In this “real-world” experience, product quality expectations increase with each assignment as students work to meet project requirements and deadlines. Students must provide their own Digital SLR camera with removable lens.

Commercial Photography II Two Periods - Career Center
Advanced instruction and practice in photography. Explore medium and large format cameras, photographic lighting design, studio and lab management, and expanded experiences in computerized digital imaging. In this “real-world” experience, product quality expectations increase with each assignment as students work to meet project requirements and deadlines. Each student will produce a portfolio project. Prerequisite: Commercial Photography I.

Public Safety I Walkertown
Provides basic career information in public safety, including corrections, emergency and fire management, security and protection, law enforcement and legal services. Students 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.

Public Safety II Walkertown
This course addresses emergency management, criminal justice, emergency medical technician and fire fighter. Students further the development 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. Prerequisite: Public Safety I.

Radio Broadcasting I Two periods - Career Center
This course covers the creation, development and presentation of audio programming elements for broadcast and/or other electronic media applications. Emphasis is placed on proper operation of professional audio equipment and the study of basic physical behavior and the perceptual effects of sound. Upon completion, students should be able to correctly operate audio recording and playback equipment and demonstrate an understanding of the basic components of sound.

Radio Broadcasting II Two periods - Career Center
This course covers advanced audio production techniques and/or other electronic media applications. Topics include basic audio signal processing equipment and analog digital professional audio recording and playback equipment. Upon completion, students should be able to optimize the use of professional audio equipment in the production of effective audio programming. Prerequisite: Radio Broadcasting I.

Scientific and Technical Visualization I and II Atkins
Emphasis on the use of complex graphic tools to understand technical, mathematical and scientific concepts. Visualization activities may include graphics of mathematical models, molecular structures, topographical maps, stratospheric and climate models, and statistical analysis. Computer, communication, mathematics and scientific concepts are reinforced.

Other CTE Offerings

CTE Advanced Studies
This culminating course is for juniors and seniors who have earned two technical credits, one of which is in a completer course, in one Career Cluster. The course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers.

Arts, A/V Technology & Communications

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Cluster Foundation Courses</th>
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<tbody>
<tr>
<td>Audio &amp; Video Tech &amp; Film</td>
<td>Multimedia Webpage &amp; Design, Digital Media, Advanced Digital Media*</td>
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<tr>
<td>Journalism &amp; Broadcasting</td>
<td>Radio Broadcasting I, Graphic Design I, Commercial Photography I</td>
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<td>Visual Arts</td>
<td>Scientific &amp; Technical Visualization I, Microsoft Word &amp; PowerPoint, Game Art &amp; Design*</td>
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<td>Marketing</td>
<td>Apparel I, Apparel II - Enterprise*</td>
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<tr>
<td>Fashion Merchandising</td>
<td>Entrepreneurship I</td>
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</tbody>
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* Indicates completer course

Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Prerequisite: Two technical credits in one career cluster.

CTE Community College

Students may include one or more community college courses, either online or face-to-face, in their program of study that leads to a concentration in a Career Cluster. The course must meet requirements of the Operating Procedures for the Enrollment of High School Students in Community College Courses. Please ask your counselor for course number.

CTE Internship

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to gain hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.
Occupational Course of Study

The Occupational Course of Study (OCS) curriculum is designed for students with mild to high moderate cognitive disabilities. Some students enrolled in the OCS will not be able to complete all the course requirements to earn a diploma. Also, some will not be able to complete all work hours in four years and may need another year or more to meet the requirements. Students who do not meet all requirements can receive a North Carolina Certificate of Graduation.

In 2015, the State Board of Education approved changes to the Future Ready Occupational Course of Study (FR-OCS) Pathway work hour requirements: 150 hours of school-based training, 225 hours of community-based vocational training, and 225 hours of competitive employment. Each student must now complete 600 hours.

Enrollment in the Occupational Course of Study does not guarantee the student will earn a North Carolina diploma. For additional requirements, please see pages 2 and 4.

OCS English I (9210BX0H15) 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.

OCS English II (9211BX0H15) 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.

OCS English III (9212BX0H15) 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.

OCS English IV (9213BX0H115) 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.

OCS Introductory Mathematics (9220BX0H115) 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.

OCS Math I (9221BX0H15) 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.

OCS Math II (9222BX0H115) 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.

OCS Applied Science (9231BX0H115) 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.

OCS Biology (9232BX0H115) 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.

OCS American History I (9247BX0H115) This course has been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eight and use skills of historical analysis as they examine American history. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

OCS American History II (9248BX0H115) This course was designed to trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

OCS Applied Mathematics (9224BX0H115) Students are introduced to the attitudes, behaviors and habits needed to obtain and maintain employ-
ment 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.

Occupational Preparation II (9241BX0H15) 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.

Occupational Preparation III (9242BX0H15) Two periods
Students develop and apply skills learned previously. Work-based learning activities include community-based training, job shadowing, job sampling, internships, situation 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. Prerequisites: Occupational Preparation II.

Occupational Preparation IV (9243BX0H15) 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.

Magnet School Options
Choices for high school students have expanded considerably as new magnet programs have been added over the past few years. The following sections highlight the eight high school magnet programs: Atkins Academic and Technology High School, Early College of Forsyth, Forsyth Middle College (grades 11-12), John F. Kennedy High School, Paisley IB Middle Years Program (grades 6-10), Parkland IB Diploma Programme (grades 9-12), R. J. Reynolds High School and Winston-Salem Preparatory Academy.

For more information about any program, please contact the person identified in the program description, the Magnet Schools’ office at 727-2519, ext. 4, or email at MagnetProgramInfo@wsfcs.k12.nc.us. Magnet school applications can be completed online at wsfcs.k12.nc.us/magnet. Magnet school applications can be completed online at wsfcs.k12.nc.us/magnet.

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 majors focusing on biotechnology, scientific visualization/game design, engineering, and health sciences. 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 major area. To prepare for careers and college-level work, students participate in mentoring, job shadowing and internship programs.

Majors in biotechnology and health science provide students with medical science and biotechnology skills. Those who select one of these majors will study areas related to medical science. The health science major allows students to earn CNA licensure as a first step to further training in the medical field. The biotechnology major prepares students for further study in microbiology, immunology, pharmacology and bioethics.

Students who major in scientific visualization/game design study principles of design, web graphics, interactive animation and modeling, and video production. They gain experience in a broad range of graphic techniques. Unlike many of the graphic techniques covered in the architectural and mechanical areas, scientific visualization techniques are more broadly applicable. Also, because the track is more academic, students focus on theory and operations so they understand why particular graphic techniques are used.

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 many more. All classes are project-based. Students learn how math and science are applied in the real world.

Atkins is a dedicated magnet school. Admission is by magnet application only. For additional information, please visit www.AtkinsHighSchool.org or contact Joe Childers, principal, at 703-6754.
Background
Winston-Salem Preparatory Academy (WSPA), a Thurgood Marshall Scholarship Fund-supported school, is housed in the historic Atkins High School. It seeks to prepare students to enter college through a caring and nurturing learning environment enabling all students to achieve academic excellence through personalized instruction, an integrated curriculum, and leadership opportunities throughout eleventh grade. The school serves about 650 students in grades 6-12, and it has consistently been among the leaders in graduating students in WS/FCS.

Curriculum
WSPA provides a college culture where students are enrolled in a rigorous and relevant curricular program beginning in sixth grade. The curriculum is designed to prepare students to meet the admissions requirements for the college of their choice. Students have access to all core courses, including foreign languages, that are needed to accomplish this goal. Core courses are supplemented by elective courses, including computer science, music, art, and online courses.

Students are expected to meet very high standards, but they are given the support needed through an effective leadership staff, community partnerships with local colleges, encouraged parental reinforcement, and small instructional classes.

Faculty and staff from WSSU are actively involved in providing professional development support to the academy’s administrators, teachers and students.

The Thurgood Marshall College Fund College Prep Café
In the fall of 2013, the TMCF College Prep Café pioneered a new kind of “blended learning” that combines the best in online and face-to-face education that has been shown to get better results for students than either kind of instruction on its own. This special partnership program between W/FCS, the Thurgood Marshall College Fund, WSSU, and Connections Education has created a college-style lounge at WSPA where freshmen participate in college prep seminars, choose from hundreds of online electives and clubs that colleges look for on high school transcripts, and receive mentoring and guidance from WSSU students and alumni.

Best of all, for students who use the College Prep Café and graduate from Winston-Salem Prep in four years with at least a B average, TMCF will provide a college scholarship.

What will students get from the College Prep Café?
Freshmen who enroll at WSPA will have exclusive use of the TMCF College Prep Café and will benefit from three key ingredients for college success in the 21st Century: A college mind-set: The student will experience a college-like environment in high school and learn what it takes to succeed from role models who are already there.

Curriculum that counts: The student will receive his/her own laptop and have access to the kinds of courses colleges look for - like foreign language and Advanced Placement as well as test prep and help with the college application process.

Motivational financial aid: Thurgood Marshall College Fund helps keep the student’s eyes on the prize with a scholarship granted to those who graduate from WSPA in four years with at least a 3.0 grade point average.

Extracurricular Activities
The WSPA experience extends beyond the classroom. Participation in extracurricular activities contributes to the development of a sense of community and school family, important elements of the academy. Sports offered include boys’ and girls’ basketball, tennis, cross-country, and track. Students also have opportunities to participate in clubs and activities such as student government, National Honor Society, and the Crosby Scholars Community Partnership Program. In addition, WSSU offers numerous pre-college programs aimed at academic strengthening and tutoring.

Application and Selection Process
The typical applicant will be committed to academic excellence, demonstrate proficiency on end-of-grade tests, exhibit good behavior, and have a record of good school attendance. Applicants are asked to write a brief statement of interest. Parents are required to sign a commitment statement of their intent to be actively involved in their child’s education and WSPA.

For more information, call Principal Richard Watts at 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, RJ 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 current 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 into the 21st century. When joining R. J. Reynolds High School, students become part of this proud tradition and exciting future. For more information, contact the Reynolds’ magnet office at 703-4145, ext. 52812 or kmorris@wsfs.k12.nc.us. Contact RJR student services at 703-4146 or rjrtours@gmail.com to schedule a tour.
Forsyth Middle College

Forsyth Middle College (FMC) is a non-traditional high school located on the campus of Forsyth Technical Community College. The program is designed for juniors and seniors with a focus on individualized educational choices and taking college courses through Forsyth Tech’s enrollment program.

FMC offers students a later start time, with high school classes from 11 a.m. to 3:30 p.m. on a block schedule. College courses are offered at different times of the morning, afternoon, evening and online. FMC students can take college courses tuition-free (including fees for textbooks) and may earn up to a year or more of transferable college credit. In addition, FMC students have a great deal of flexibility in class offerings/course of study.

To be considered for admission to Middle College, a student must:
• be at least 15 years old
• have at least 10 high school credits

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 IB Middle Years Programme

For 9th- and 10th-graders

International Baccalaureate Middle Years Programme 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.

Paisley ninth- and 10th-graders prepare for competitive college work, using the latest technology for research and communication. Our high school program maintains a close relationship with Wake Forest University. High school students have borrowing privileges at Z. Smith Reynolds Library on the campus of WFU and professors enrich our students’ education through a series of seminars throughout the year.

The MYP embodies three fundamental concepts: communication (valuing language acquisition in at least two languages), holistic learning (finding the connections across and within the subjects and 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. The MYP encourages teachers to design units around a range of ideas and issues that are personally, locally, nationally, internationally and globally significant. Students participate in regularly scheduled Socratic Seminars, promoting both oratorical proficiency and higher-order thinking skills.

Ninth-grade admission to the Middle Years Programme requires the successful completion of the following courses by the end of eighth grade:
• have successfully completed English I & II, Math I & II, Biology, PE I & II, and Life Skills
• have a minimum 2.5 GPA
• be self-motivated to earn a high school diploma
• have no discipline issues

Students must take IBO’s Diploma Programme student with the kind of independent research and writing skills expected by universities.

• Examinations. Students must take IBO examinations to receive the IB diploma or certificate. Examinations are given in each of the IB courses offered at Parkland.

For more information about the Parkland IB program, please call the IB coordinator at 771-4700, ext. 50926 or the counseling office at 771-4711.
John F. Kennedy High School

Are you interested in graduating high school with more than a high school diploma? Do you work best in small classroom environments? Would you prefer learning through hands-on experiences? Would you like career experiences beyond the classroom and opportunities to earn credentials?

Answering yes to these questions means that John F. Kennedy High School is for you. This small high school offers students four career academies — Construction & Design, Health Sciences, ProStart® and Creative Enterprises.

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. Small classrooms allow instructors and staff to understand the needs of each student. The Kennedy campus is also a career and college promise.

Students interested in applying to John F. Kennedy must be mature enough to function in a workforce environment and:

- have a strong interest in one of the four career academies.
- be on grade-level with appropriate credits.
- be a current eighth- or ninth-grade student.

Limited space available for current 10th-graders.

Please call Student Services at 703-4144 for a personal tour or more information.

Early College of Forsyth

What is Early College of Forsyth? Early College is a joint program of Winston-Salem/Forsyth County Schools and Forsyth Technical Community College. Students have the opportunity to complete the requirements for a N.C. high school diploma and earn college credits leading to an Associate’s in Arts degree within five years.

Instead of attending a regular high school, students take all courses on the main campus of Forsyth Tech. Limited transportation will be provided to students accepted into this innovative program. Tuition is free for all high school and college courses.

Students interested in applying to Early College must:

- Demonstrate grade-level proficiency on end-of-course (EOC) and end-of-grade (EOG) tests
- Take the College Placement Test and demonstrate readiness for college-level work
- Have an acceptable school attendance and discipline history
- Complete an application with a writing sample and submit an academic transcript. Grades will be reviewed to determine ability to succeed in college level coursework. Applications also can be found online at the Early College of Forsyth website under “About us” then “Prospective Students.”
- Be interviewed by a committee
- Submit two references, one from a school counselor and one from a core subject teacher. For more information, call Principal Fran Cook at 757-3290 or Early College Liaison: Porchia McDaniel at 757-3297.
High Schools (Indicate first and second choices):

___ Atkins Academic and Technology High School
___ Early College of Forsyth**
___ Forsyth Middle College**
___ John F. Kennedy High School: Career Academies

___ Paisley IB Magnet School: IB Middle Years (Gr 9-10)
___ Parkland Magnet High School
___ IB Diploma Programme
___ Internationalism & Arts
___ Reynolds High School: Visual & Performing Arts (Gr 9-10)
___ Winston-Salem Preparatory Academy

Will your child have a sibling who lives at the same address at this school in 2016-17?  
☐ Yes (Sibling must be a student at the school in 2015-16.)  ☐ No

You must fill out a separate application for each child enrolling at a magnet school.

Student Number of Applicant (required)

Home Address _____________________________ Phone _____________________________

City _____________________________ State _____________________________ Zip _____________________________

School Now Attending _____________________________ Present Grade (2015-16) _____________________________

Grade next school year ____________ Last Math Course Taken _____________________________ Last Foreign Language Course Taken _____________________________

Father’s Name _____________________________ Employer _____________________________

Address if different from above _____________________________ Home Phone _____________________________

Work Phone _____________________________ Pager/Cell Phone _____________________________ E-mail _____________________________

Mother’s Name _____________________________ Employer _____________________________

Address if different from above _____________________________ Home Phone _____________________________

Work Phone _____________________________ Pager/Cell Phone _____________________________ E-mail _____________________________

Please indicate any health, physical condition(s) or academic services of which the school needs to be aware:

Parent Signature _____________________________ Student Signature _____________________________
## Grade 9

### Required (One from each group)
- 10252X0H15 High School English I
- 10212X0H15 English I
- 10215X0H15 English II Honors
- 10215X0H25 (English) Honors Seminar I
- 10215X0H30 IB MYP English I Honors
- 43032X0H15 World History
- 43035X0H45 World History Honors
- 43035X0H55 (World History) Honors Seminar I
- 43035X0H30 IB MYP World History Honors
- 4A087X0H10 AP World History
- 2020X0H15 Introductory Mathematics
- 2020X0H15 Foundations of Math I
- 2021X0H10 Math I
- 2021X0H15 Foundations of Math II
- 22210X0H10 Math II (prereq: Math I)
- 22215X0H10 Math II Honors (prereq: Math I)
- 22215X0H30 IB Math II Honors (prereq: Math I)
- 2201X0H30 Math III (prereq: Math II)
- 2201X0H10 Math III Honors (prereq: Math II)
- 2301X0H30 IB MYP Math III Hrs. (prereq: Math II)
- 3320X0H15 Biology Honors
- 3320X0H25 Biology Seminar
- 3320X0H30 IB MYP Biology Honors
- 3501X0H15 Earth/Environmental Science
- 3501X0H15 Earth/Environmental Science Honors
- 3020X0H15 Physics First Honors (Mt. Tabor)
- 3410X0H15 Physical Science (prereq: Math I)
- 9501X0H20 Aerospace Science I (North/Reagan)
- 6029X0H15 Physical Education I
- 6049X0H15 Dance IA (semester/.5 unit)
- 6039X0H15 Life Management Skills (semester/.5 unit)

### Electives
- 54150X0H10 Beginning Visual Art
- 54162X0H10 Intermediate Visual Art
- 6002X0H1S Beginning Band
- 5252X0H10 Beginning Band
- 5252X0H10 Intermediate Band
- 5252X0H1S Beginning Marching Band
- 5252X0H10 Beginning Chorus
- 5242X0H10 Beginning Orchestra (prereq: 8th Gr. Strings)
- 5315X0H10 Beginning Theatre Arts
- 5316X0H10 Intermediate Theatre Arts
- 1031X0H10 Introduction to Journalism
- 1281X0H10 American Sign Language

### Electives
- 1121X0H0C Chinese I (Career Center)
- 1101X0H10 French I
- 1102X0H10 French II (prereq: Mid Sch. French)
- 1102X0H30 IB MYP French II
- 1161X0H10 German I
- 1118X0H1C Japanese I (Career Center)
- 1149X0H10 Practical Spanish for Native Speakers
- 1141X0H10 Spanish I
- 1142X0H10 Spanish II (prereq: Middle School Spanish)
- 1142X0H30 IB MYP Spanish II
- 1241X0H10 Latin I
- 4402X0H1S Personal/Social Responsibility
- 9501X0H15 Army JROTC I (not at North or Reagan)
- 9501X0H20 Aerospace Science I (North/Reagan)
- 4800X0H1S Bible History A (semester/.5 unit)
- 4800X0H2S Bible History B (semester/.5 unit)
- 4800X0H7S World Geography (semester/.5 unit)
- 4800X0H7S World Geography Honors (semester/.5 unit)
- 4800X0H4S International Relations (semester/.5 unit)
- 4800X0H4S International Relations Honors (semester/.5 unit)

## Grade 10

### Required (One from each group)
- 10252X0H25 High School English II
- 10222X0H15 English II
- 1025X0H15 English Honors Seminar II
- 1025X0H30 IB MYP English II Honors
- 43032X0H15 World History
- 43035X0H45 World History Honors
- 43035X0H55 (World History) Honors Seminar I
- 43035X0H30 IB MYP World History Honors
- 4209X0H15 American History: Founding Principles, Civics and Economics
- 4209X0H15 American History: Founding Principles, Civics and Economics Honors Seminar II
- 4209X0H25 IB MYP Civics and Economics Honors
- 4048X0H10 AP World History
- 2050X0H15 Foundations of Math I
- 2102X0H10 Math I
- 2051X0H15 Foundations of Math II
- 2212X0H10 Math II (prereq: Math I)
- 2215X0H10 Math II Honors (prereq: Math I)
- 2215X0H30 IB Math II Honors (prereq: Math I)
- 2312X0H10 Math III (prereq: Math II)
- 2315X0H10 Math III Honors (prereq: Math II)
- 3320X0H30 IB MYP Math III Hrs. (prereq: Math II)
- 3330X0H15 Biology Honors
- 3330X0H30 IB MYP Biology Honors
- 3501X0H15 Earth/Environmental Science
- 3501X0H15 Earth/Environmental Science Honors
- 3020X0H15 Physics First Honors (Mt. Tabor)
- 3410X0H15 Physical Science (prereq: Math I)
- 9501X0H20 Aerospace Science I (North/Reagan)
- 3230X0H15 Biology
- 3230X0H15 Biology Honors
- 3230X0H45 Biology Seminar
- 3320X0H30 IB MYP Biology Honors
- 3410X0H15 Physical Science (prereq: Math I)
- 9502X0H20 Aerospace Science II (North and Reagan)
- 3420X0H15 Chemistry (prereq: Biology and enrolled in Math III)
- 3430X0H15 Chemistry Honors (prereq: Biology and enrolled in Math III)
- 3420X0H30 IB MYP Chemistry Honors
- 6009X0H1S Health
- 6009X0H1S Health Honors
- 6029X0H1E Physical Education I
- 6029X0HFS Physical Education II
- 6029X0H1S PE II Lifetime Sports and Wellness
- 6029X0H1S PE I Team Sports
- 6029X0H4S PE II Weight Training
- 6049X0H1S Dance IA (semester/.5 unit)
- 6069X0H1S Dance IB (semester/.5 unit)

### Electives
- 4102X0H10 Intermediate Dance
- 5321X0H10 Intermediate Chorus
- 5321X0H10 Intermediate Orchestra
- 9602X0H1S SAT Preparation (semester/.5 unit)
- 1031X0H20 Newspaper Pub I (prereq: Intro to Journalism)
- 1025X0H90 Yearbook Pub I (prereq: Intro to Journalism)
- 1122X0H0C Chinese II (Career Center)
- 1103X0H10 French III Honors
- 1103X0H30 IB MYP French III Honors
- 1162X0H10 German II
- 1162X0H30 IB MYP German II
- 1163X0H30 IB MYP German III Honors
- 1182X0H1C Japanese II (Career Center)
- 1150X0H10 Prac. Span. for Native Speakers II Honors
- 1145X0H10 Spanish III Honors
- 1143X0H30 IB MYP Spanish III Honors
- 1242X0H10 Latin II
- 1242X0H30 IB MYP Latin II
- 1243X0H30 IB MYP Latin III Honors
- 9502X0H15 Army JROTC II (not at North or Reagan)
- 9502X0H20 Aerospace Science II (North and Reagan)
- BA10X0H15 Accounting I
- FA31X0H1S Apparel & Textile Production I
- IL07X0H10 Building Skills II (Kennedy)
- AN51X0H15 Environmental and Natural Resources I
- MI21X0H15 Fashion Merchandising
- FN41X0H15 Foods I
- FN42X0H15 Foods II – Enterprise (Kennedy)
- FN43X0H15 Foods II – Technology Honors (Atkins)
- AP41X0H15 Horticulture I
- FI51X0H15 Interior Design I
- MM51X0H15 Marketing
- BD10X0H15 Multimedia and Webpage Design
- FE60X0H15 Parenting & Child Development
- TE11X0H15 Technological Design

• Most courses are one-unit courses. Yearlong courses award credit at the end of the year, and traditional block courses award credit at the end of the 18-week course. Only a few electives award half-units of credit.
• 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. The course code for Career Center may have a unique ending.
• Courses listed in bold are available at Paisley (IB MYP) or Parkland (IB only).
Grades 11 & 12

Art
54150X0H10 Beginning Visual Art
54162X0H10 Intermediate Visual Art
54175X0H10 Proficient Visual Art Honors
54185X0H10 Advanced Visual Art Honors
54220X0H1S 3-Dimensional Design (Reynolds)
54222X0H1S Art for Engineers (Atkins)
54245X0H10 Art History (Reynolds)
54621X0H2S Digital Photography I (Reynolds)
54622X0H4S Electronic Media (Reynolds)
54612X0H3S Painting I (Reynolds)
56020X0H20 Seminar in the Arts (Reynolds)
54047X0H10 AP Art Drawing (CC and RJR) (prereq: Intermediate Visual Art)
54007X0H10 AP Art History (CC and RJR)
54027X0H10 AP Art Portfolio 2-Dim. - 2 periods (CC and RJR) (prereq: Intermediate Visual Art)
54037X0H10 AP Music Theory (Career Center) (prereq: read music well in one clef)

Music
52162X0H30 Beginning Guitar (Reynolds)
52172X0H80 Intermediate Guitar (Reynolds)
52185X0H30 Proficient Guitar Honors (Reynolds)
52172X0H50 Beginning Piano (Reynolds)
52172X0H70 Intermediate Piano (Reynolds)
52185X0H50 Proficient Piano Honors (Reynolds)
52195X0H50 Advanced Piano Honors
52185X0H70 Proficient Guitar Honors
52172X0H80 Intermediate Guitar
52172X0H90 Beginning Guitar
51262X0H30 Beginning Piano (Reynolds)
51262X0H20 Beginning Jazz (Reynolds)
51262X0H20 Beginning Jazz (Reynolds)
51007X0H10 AP Music Theory (Career Center) (prereq: read music well in one clef)

Theatre Arts
54622X0H20 Introduction to Film and Video
53150X0H10 Intermediate Theatre Arts
53162X0H10 Intermediate Theatre Arts
53175X0H10 Proficient Theatre Arts Honors
53185X0H10 Advanced Theatre Arts Honors
53622X0H20 Intermediate Technical Theatre
53632X0H20 Intermediate Technical Theatre
53642X0H20 Intermediate Technical Theatre
53006X0H10 IB Theatre Arts I
53218X0H10 IB Theatre Arts II

English
10232X0H15 English III
10235X0H10 English III Honors
10242X0H15 English IV
10245X0H15 English IV Honors
10252X0H65 Shakespeare 101 (semester/.5 unit)
10255X0H65 Shakespeare 101 Honors (semester/.5 unit)
10255X0H75 Shakespeare 102 Honors (semester/.5 unit)
10142X0H15 Speech & Debate I
10145X0H15 Speech & Debate I Honors
10152X0H15 Speech & Debate II
10155X0H15 Speech & Debate II Honors
10252X0H15 Introduction to Composition (semester/.5 unit)
10255X0H15 Intermediate Composition (semester/.5 unit)
10315X0H10 Introduction to Journalism
10312X0H20 Newspaper I
10310X0H20 Newspaper II Honors
10310X0H20 Newspaper III Honors
10312X0H20 Newspaper IV
10312X0H20 Newspaper V
10250X0H90 Yearbook Publications I
10255X0H90 Yearbook Publications II Honors
10250X0H90 Yearbook Publications III Honors
10250X0H90 Yearbook Publications IV
10250X0H90 Yearbook Publications V
10250X0H90 Ethnic American Literature
10250X0H90 Ethnic American Literature Honors
10250X0H85 Studies in North Carolina Literature
10250X0H85 Studies in North Carolina Literature Honors
1A007X0H10 AP English - Comp. & Literature
1A007X0H10 AP English - Comp. & Literature
1A007X0H10 AP English - Comp. & Literature
1A012X0H10 IB English II
11038X0H10 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
10382X0H10 ESL I
10382X0H10 ESL II
10382X0H30 ESL III
10382X0H40 ESL IV
10252X0H15 Shuffled HS English
1021X0H15 Sheltered English I
10205X0H25 Sheltered Foundations of Math I
10201X0H25 Sheltered Math I
10332X0H25 Sheltered Biology
10301X0H25 Sheltered Earth/Environmental Science
40302X0H25 Sheltered World History
40292X0H25 Sheltered Civics and Economics

Foreign Language
American Sign Language I
Chinese I (Career Center)
Chinese II (Career Center)
Chinese III Honors (Career Center)

Mathematics
20502X0H15 Foundations of Math I
2032X0H10 Math I
20512X0H15 Foundations of Math II
2201X0H10 Math II (prereq: Math I)
2201X0H10 Math II Honors (prereq: Math I)
20522X0H15 Foundations of Math III
2301X0H10 Math III (prereq: Math II)
2301X0H10 Math III Honors (prereq: Math II)
20402X0H15 Advanced Functions and Modeling
2A012X0H15 Discrete Mathematics
2A015X0H15 Discrete Mathematics Honors
24026X0H15 Essen. for College Math (prereq: Math III)
24035X0H10 Pre-Calculus Honors (prereq: Math III)
28002X0H10 Computer Science (prereq: B in Math I)
28005X0H10 Computer Science Honors (prereq: Completed or enrolled in Math III)
2A072X0H10 AP Calculus AB (prereq: Pre-calculus)
2A073X0H10 AP Calculus BC (Career Center) (prereq: Pre-calculus)
28027X0H10 AP Computer Science Principles (CC)
### Military Science
- 95012X0H15 Army JROTC I (not at North or Reagan)
- 95022X0H15 Army JROTC II (not at North or Reagan)
- 95032X0H15 Army JROTC III (not at North or Reagan)
- 95035X0H10 Army JROTC III Honors (not at North or Reagan)
- 95042X0H15 Army JROTC IV (not at North or Reagan)
- 95045X0H10 Army JROTC IV Honors (not at North or Reagan)

### Physical Education
- 6029X0H0ES Physical Education I
- 6029X0H0FS Physical Education II
- 6029X0H0HS PE II Lifetime Sports and Wellness
- 6029X0H0HS PE II Team Sports
- 6029X0H0HS PE II Weight Training
- 6029X0H0HS Physical Education I Honors
- 6029X0H0HS Physical Education II Honors
- 6029X0H0HS PE III Lifetime Sports and Wellness
- 6029X0H0HS PE III Sports Honors
- 6029X0H0HS PE III Weight Training Honors

### Science
#### Biological Science
- 33203X0H15 Biology
- 33203X0H15 Biology Honors
- 33302X0H15 Human Anatomy & Physiology (prereq: Biology)
- 33305X0H15 Human Anatomy & Physiology Honors (prereq: Biology)
- 33435X0H15 Zoology Honors

#### Earth & Environmental Science
- 30202X0H0S Exploration of Alternative Energies Honors (Career Center)
- 30202X0H0S Global Science Issues

#### Physical Science
- 34102X0H15 Physical Science (prereq: Math I)
- 34202X0H15 Chemistry (prereq: Biology and enrolled in Math I)
- 34205X0H15 Chemistry Honors (prereq: Biology and enrolled in Math III)
- 34302X0H15 Physics I (prereq: Math III)
- 34305X0H15 Physics Honors (prereq: Math III)
- 3A017X0H0C0 AP Chemistry (CC) (prereq: Math III)
- 3A057X0H0C0 AP Physics (CC) (prereq: Physics and Pre-Calculus)

### Social Studies
- 43016X0H15 World History
- 43017X0H15 World History Honors
- 43024X0H15 American History I
- 43025X0H15 American History I Honors
- 43055X0H15 American History II Honors
- 43056X0H15 American History II

### Special Offers
- 96022X0H15 SAT Preparation (semester/.5 unit)
- 96102X0H15 Service to School and Community
- 96102X0H30 Study Skills (prereq: EC certification)
- 96042X0H15 Teacher Cade I
- 96043X0H15 Teacher Cade I Honors
- 96062X0H15 Teacher Cade II
- 96063X0H15 Teacher Cade II Honors

### Career Technical Education
#### Agricultural Education
- 45020X0H15 Agriscience Applications
- 45012X0H15 Env. & Natural Resources Studies I
- 45022X0H15 Env. & Natural Resources Studies II

#### Business, Finance & Information Technology
- 45025X0H15 Accounting II Honors
- 45026X0H15 Business Law
- 45028X0H15 Business Management
- 45029X0H15 E-Commerce I Honors
- 45030X0H15 E-Commerce II Honors

#### Family & Consumer Sciences
- 45021X0H15 Apparel & Textile Production I
- 45023X0H15 Apparel & Textile Production II Honors
- 45024X0H15 Apparel & Textile Production III Honors

#### Health Science Education
- 45025X0H15 Biomedical Technology I (Atkins)
- 45026X0H15 Biomedical Technology II (Atkins)
- 45027X0H15 Prin. of Biomedical Science (Atkins)
- 45028X0H15 Biotechnology I (Atkins)
- 45029X0H15 Biotechnology II Honors (Atkins)
- 45030X0H15 Forensic Science Honors (Atkins)

#### Marketing Education
- 45021X0H15 Accounting I Honors
- 45022X0H15 Accounting II Honors
- 45023X0H15 Accounting III Honors

#### Physical Education
- 45024X0H15 Physical Education
- 45025X0H15 Physical Education Honors
- 45026X0H15 PE II Lifetime Sports and Wellness
- 45027X0H15 PE II Team Sports
- 45028X0H15 PE II Weight Training

#### Science
#### Biological Science
- 30202X0H0S AP Biology
- 30202X0H0S AP Biology I Honors

#### Earth & Environmental Science
- 30202X0H0S AP Environmental Science (prereq: Biology and Chemistry or Physics)

#### Physical Science
- 34102X0H15 AP Chemistry (prereq: Math I)
- 34202X0H15 AP Chemistry (prereq: Biology and enrolled in Math I)
- 34205X0H15 AP Chemistry Honors (prereq: Biology and enrolled in Math III)
- 34302X0H15 AP Physics I (prereq: Math III)
- 34305X0H15 AP Physics Honors (prereq: Math III)
- 3A017X0H0C0 AP Chemistry (CC) (prereq: Math III)
- 3A057X0H0C0 AP Physics (CC) (prereq: Physics and Pre-Calculus)

#### Social Studies
- 43016X0H15 World History
- 43017X0H15 World History Honors
- 43024X0H15 American History I
- 43025X0H15 American History I Honors
- 43055X0H15 American History II Honors
- 43056X0H15 American History II

#### Special Offers
- 96022X0H15 SAT Preparation (semester/.5 unit)
- 96102X0H15 Service to School and Community
- 96102X0H30 Study Skills (prereq: EC certification)
- 96042X0H15 Teacher Cade I
- 96043X0H15 Teacher Cade I Honors
- 96062X0H15 Teacher Cade II
- 96063X0H15 Teacher Cade II Honors
CN535X0H1S Honors (Carver and Mt. Tabor)  
CN515X0H1S Academy of Hospitality and Tourism II  
CN525X0H1S Honors (Carver and Mt. Tabor)  
CN545X0H1S Academy of Hospitality and Tourism III  
CN555X0H1S Honors (Carver and Mt. Tabor)  
ME112X0H15 Entrepreneurship I  
ME122X0H15 Entrepreneurship II  
MI212X0H15 Fashion Merchandising  
MH422X0H15 Hospitality and Tourism  
MM512X0H15 Marketing  
MM516X0H15 Marketing Work Experience  
MA522X0H15 Marketing Management  
MA526X0H15 Marketing Mgmt Work Experience  
MH312X0H15 Sports & Entertainment Marketing I  
MH322X0H15 Sports & Entertainment Marketing II  
MU925X0H15 Strategic Marketing Honors  
MU926X0H15 Strategic Marketing Work Experience  

**Technology Engineering & Design Education**  
TS312X0H15 Game Art and Design (Atkins)  
TS322X0H15 Advanced Game Art and Design (Atkins)  
TE122X0H15 Technology Engineering and Design  
TE132X0H15 Engineering Design  

**Project Lead the Way**  
TP237X0H15 Civil Engineering and Architecture Honors (Atkins)  
TP227X0H15 Computer Integrated Manufacturing Honors (Atkins)  
TP265X0H15 Computer Science & Software Engineering (Atkins)  
TP217X0H15 Digital Electronics (Atkins)  
TP215X0H15 Engineering Design and Development (Atkins)  
TP117X0H15 Intro to Engineering Design (Atkins)  
TP127X0H15 Principles of Engineering (Atkins)  

**Trade & Industrial Education**  
IE32X0HCS Adobe Video Design (Career Center)  
IT112X0HC5 Intro to Automotive Service (CC)  
IT116X0HC5 Automotive Service I (Career Center)  
IT172X0HC5 Automotive Service II (Career Center)  
IT182X0HC5 Automotive Service III (Career Center)  
IL72X0HC0 Aviation Technology I - 2 periods (CC)  
IL78X0HC0 Aviation Technology II - 2 periods (CC)  
IL60X0H15 Building Skills I (Kennedy)  
IL072X0H15 Building Skills II (Kennedy)  
IC002X0H15 Core & Sustainable Construction (Career Center & Kennedy)  
IC212X0HC5 Carpentry I (Career Center)  
IC222X0HC5 Carpentry II - 2 periods (Career Center)  
IC322X0HC5 Carpentry III - 2 periods (Career Center)  
IT322X0HC5 Intro to Collision Repair (Career Center)  
IT322X0HC5 Collision Repair I (Career Center)  
IT322X0HC5 Collision Repair II (Career Center)  
IT322X0HC5 Collision Repair III (Career Center)  
IL092X0HC0 Cosmetology I - 3 periods (CC)  
IL020X0HC0 Cosmetology II - 3 periods (CC)  
IA312X0HC5 Advanced Digital Media (Career Center)  
IA322X0HC5 Digital Media I (Career Center)  
IA322X0HC5 Drafting I (East, Glenn, Mt. Tabor, Reynolds, West)  
IC625X0H15 Drafting II: Architectural Honors (East, Glenn, Mt. Tabor, Reynolds, West)  
IV228X0H15 Drafting II: Engineering Honors (East, Glenn, Mt. Tabor, Reynolds, West)  

**Other CTE Offerings**  
CS952X0H15 CTE Advanced Studies  
CS972X0H15 CTE Internship
Forsyth Tech Offerings

N. C. Career & College Promise
Still in high school but ready for college courses? At Forsyth Tech, you can earn college credits that will get you a head start on your college career. 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 all high school students who maintain a “B” average and meet other eligibility requirements.

Career & College Promise provides three avenues to help advance eligible students’ post-high school success: the College Transfer Paths, the Career and Technical Paths and the Cooperative Innovative High School Paths (Early College and Middle College).

Tuition is waived for curriculum classes. Students pay their semester fees; WS/FCS purchases textbooks, which students must return to their high school’s main office at the end of the semester.

For additional information, please contact the Office of Educational Partnerships at 734-7466.

The Career and Technical 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 weighted GPA of 3.0 on all high school courses and meeting course prerequisites.

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 (Diploma) (To be deleted Fall 2016)
- Computer Programming (Certificate)
- Computer Programming – ASP.Net (Certificate)
- Computer Programming – JAVA Programming (Certificate)
- Cyber Crime Technology (Certificate) (Proposed for Fall 2016)
- 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)
- Heavy Equipment and Transport Technology (Diploma)
- Heavy Equipment and Transport Technology (Certificate)
- Horticulture Technology – Greenhouse and Nursery Operations (Certificate)
- Horticulture Technology – Landscape Maintenance (Certificate)
- Industrial Systems Technology (Diploma)
- Plumbing (Diploma)
- Recreational Vehicle Maintenance and Repair Technology (Certificate)
- Welding Technology (Diploma)

Humanities and Social Sciences
- Early Childhood Education (Diploma)

The Cooperative Innovative High School Path
Begin earning tuition-free college credits as a high-school freshman by attending a Cooperative Innovative High School, such as Early College of Forsyth or Middle College of Forsyth. Early College offers students the opportunity to earn a high school diploma and an associate’s 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 pages 33 and 34.

The College Transfer Path
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 two College Transfer pathways available.
**Associate of Arts**

The CCP College Transfer Pathway leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

**General Education**

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

**English Composition (6 SHC) (Both courses are required)**
- ENG 111 Writing & Inquiry (3 SHC)
- ENG 112 Writing/Research in the Disciplines (3 SHC)

Select 3 courses from the following from at least 2 different disciplines (9 SHC):
- Communications
  - COM 231 Public Speaking (3 SHC)
- Humanities/Fine Arts
  - ART 111 Art Appreciation (3 SHC)
  - ART 114 Art History Survey I (3 SHC)
  - ART 115 Art History Survey II (3 SHC)
  - ENG 231 American Literature I (3 SHC)
  - ENG 232 American Literature II (3 SHC)
  - MUS 110 Music Appreciation (3 SHC)
  - MUS 112 Introduction to Jazz (3 SHC)
  - PHI 215 Philosophical Issues (3 SHC)
  - PHI 240 Introduction to Ethics (3 SHC)

**Social/Behavioral Sciences (9 SHC)**

Select 3 courses from the following from at least 2 different disciplines:
- ECO 251 Principles of Microeconomics (3 SHC)
- ECO 252 Principles of Macroeconomics (3 SHC)
- HIS 111 World Civilizations I (3 SHC)
- HIS 112 World Civilizations II (3 SHC)
- HIS 131 American History I (3 SHC)
- HIS 132 American History II (3 SHC)
- POL 120 American Government (3 SHC)
- PSY 150 General Psychology (3 SHC)
- SOC 210 Introduction to Sociology (3 SHC)

**Math (3-4 SHC)**

Select 1 course from the following:
- MAT 143 Quantitative Literacy (3 SHC)
- MAT 152 Statistical Methods I (4 SHC)
- MAT 171 Pre-calculus Algebra (4 SHC)

**Natural Sciences (4 SHC)**

Select 4 SHC from the following:
- AST 111 Desc Astron (3 SHC) and AST 111A Desc Astron Lab (1 SHC)
- AST 151 Gen Astron I (3 SHC) and AST 151A Gen Astron Lab I (1 SHC)
- BIO 110 Principles of Biology (4 SHC)
- BIO 111 General Biology I (4 SHC)
- CHM 151 General Chemistry I (4 SHC)
- GEL 111 Introductory Geology (4 SHC)
- PHY 110 Conceptual Phys (3 SHC) and PHY 110A Conc Phys Lab (1 SHC)

**Academic Transition (1 SHC) (The following course is required)**
- ACA 122 College Transfer Success (1 SHC)

**Total Semester Hours Credit (SHC) in Pathway: 32-33**

*Optional General Education Hours:* Students may take up to 8 SHC of foreign language courses and accompanying labs in a single language as part of the pathway. The courses are not part of the UGETC. Students who complete these courses with a final grade of “C” or higher will receive transfer credit; however, the receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts degree.

**Associate of Science**

The CCP College Transfer Pathway leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

**General Education**

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

**English Composition (6 SHC) (Both courses are required)**
- ENG 111 Writing & Inquiry (3 SHC)
- ENG 112 Writing/Research in the Disciplines (3 SHC)

Select 3 courses from the following from at least 2 different disciplines (9 SHC):
- Communication
  - COM 231 Public Speaking (3 SHC)
- Humanities/Fine Arts
  - ART 111 Art Appreciation (3 SHC)
  - ART 114 Art History Survey I (3 SHC)
  - ART 115 Art History Survey II (3 SHC)
  - ENG 231 American Literature I (3 SHC)
  - ENG 232 American Literature II (3 SHC)
  - MUS 110 Music Appreciation (3 SHC)
  - MUS 112 Introduction to Jazz (3 SHC)
  - PHI 215 Philosophical Issues (3 SHC)
  - PHI 240 Introduction to Ethics (3 SHC)

**Social/Behavioral Sciences (6 SHC)**

Select 2 courses from the following from at least 2 different disciplines:
- ECO 251 Principles of Microeconomics (3 SHC)
- ECO 252 Principles of Macroeconomics (3 SHC)
- HIS 111 World Civilizations I (3 SHC)
- HIS 112 World Civilizations II (3 SHC)
- HIS 131 American History I (3 SHC)
- HIS 132 American History II (3 SHC)
- POL 120 American Government (3 SHC)
- PSY 150 General Psychology (3 SHC)
- SOC 210 Introduction to Sociology (3 SHC)

**Math (8 SHC)**

Select 2 courses from the following:
- MAT 171 Pre-calculus Algebra (4 SHC)
- MAT 172 Pre-calculus Trigonometry (4 SHC)
- MAT 263 Brief Calculus (4 SHC)
- MAT 271 Calculus I (4 SHC)

**Natural Sciences (8 SHC)**

Select 8 SHC from the following:
- AST 151 Gen Astron I (3 SHC) and AST 151A Gen Astron Lab I (1 SHC)
- BIO 110 Principles of Biology (4 SHC)
- BIO 111 General Biology I (4 SHC) and BIO 112 General Biology II (4 SHC)
- CHM 151 General Chem I (4 SHC) and CHM 152 General Chem II (4 SHC)
- GEL 111 Introductory Geology (4 SHC)
- PHY 110 Conc Phys (3 SHC) and PHY 110A Conc Phys Lab (1 SHC)
- PHY 151 College Physics I (4 SHC) and PHY 152 College Physics II (4 SHC)
- PHY 251 General Physics I (4 SHC) and PHY 252 General Physics II (4 SHC)

**Academic Transition (1 SHC) (The following course is required)**
- ACA 122 College Transfer Success (1 SHC)

**Total Semester Hours Credit (SHC) in Pathway: 38**

*Optional General Education Hours:* Students may take up to 8 SHC of foreign language courses and accompanying labs in a single language as part of the pathway. The courses are not part of the UGETC. Students who complete these courses with a final grade of “C” or higher will receive transfer credit; however, the receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree.
Articulated courses are selected high school courses that students can use to earn advanced standing credit at Forsyth Tech. Upon high school graduation, the student must provide the Admissions Office at Forsyth Tech with documentation of successfully earned articulated credit. By using these courses to get advanced standing, students can complete a community college degree, diploma or certificate sooner and pay less tuition.

<table>
<thead>
<tr>
<th>WS/FCS Course Title</th>
<th>Forsyth Tech Course Number</th>
<th>Forsyth Tech Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agricultural Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horticulture I</td>
<td>HOR-150</td>
<td>Intro to Horticulture</td>
</tr>
<tr>
<td>Horticulture II</td>
<td>HOR-114 OR</td>
<td>Landscaping Construction OR</td>
</tr>
<tr>
<td></td>
<td>LSG-111</td>
<td>Basic Landscaping Technique</td>
</tr>
<tr>
<td><strong>Business and Information Technology Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting I</td>
<td>ACC-115 OR</td>
<td>College Accounting OR</td>
</tr>
<tr>
<td>Accounting II</td>
<td>ACC-118</td>
<td>Accounting Fundamentals I</td>
</tr>
<tr>
<td></td>
<td>ACC-115 OR</td>
<td>College Accounting OR</td>
</tr>
<tr>
<td></td>
<td>ACC-118</td>
<td>Accounting Fundamentals I OR</td>
</tr>
<tr>
<td></td>
<td>ACC-119</td>
<td>Accounting Fundamentals II</td>
</tr>
<tr>
<td>Microsoft Word &amp; Power Point</td>
<td>CIS-111 OR</td>
<td>Basic PC Literacy OR</td>
</tr>
<tr>
<td></td>
<td>CIS-124 OR</td>
<td>DTP Graphics Software OR</td>
</tr>
<tr>
<td></td>
<td>OST-136</td>
<td>Word Processing</td>
</tr>
<tr>
<td>Multimedia and Webpage Design</td>
<td>WEB-110 OR</td>
<td>Internet/Web Fundamentals OR</td>
</tr>
<tr>
<td></td>
<td>WEB-120</td>
<td>Intro Internet Multimedia</td>
</tr>
<tr>
<td></td>
<td>NOS-230</td>
<td>Windows Admin I</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>BUS-125</td>
<td>Personal Finance</td>
</tr>
<tr>
<td><strong>Family and Consumer Science Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education I</td>
<td>EDU-119</td>
<td>Intro to Early Childhood Education</td>
</tr>
<tr>
<td>Early Childhood Education II</td>
<td>EDU-119</td>
<td>Intro to Early Childhood Education</td>
</tr>
<tr>
<td>Foods I AND Foods II Enterprise</td>
<td>CUL-112</td>
<td>Nutrition for Food Service</td>
</tr>
<tr>
<td><strong>Health Occupations Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science I</td>
<td>MED-121 AND</td>
<td>Medical Terminology I AND</td>
</tr>
<tr>
<td></td>
<td>MED-122</td>
<td>Medical Terminology II</td>
</tr>
<tr>
<td>Health Science II</td>
<td>HSC-110 AND</td>
<td>Orientation to Health Careers AND</td>
</tr>
<tr>
<td></td>
<td>HSC-120 OR</td>
<td>CPR Certification</td>
</tr>
<tr>
<td></td>
<td>CPR-120</td>
<td>CPR Certification</td>
</tr>
<tr>
<td>Nursing Fundamentals</td>
<td>NAS-101</td>
<td>Nursing Assistant I</td>
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<tr>
<td>Pharmacy Technician</td>
<td>PHM-110</td>
<td>Introduction to Pharmacy</td>
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<tr>
<td><strong>Marketing Education</strong></td>
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<tr>
<td>Entrepreneurship I</td>
<td>ETR-210</td>
<td>Intro to Entrepreneurship</td>
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<tr>
<td>Marketing</td>
<td>ETR-230 OR</td>
<td>Entrepreneur Marketing OR</td>
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<tr>
<td></td>
<td>MKT-110 OR</td>
<td>Principles of Fashion OR</td>
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<tr>
<td></td>
<td>MKT-120</td>
<td>Principles of Marketing</td>
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<tr>
<td><strong>Trade and Industrial Education</strong></td>
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</tr>
<tr>
<td>Advanced Digital Media</td>
<td>DME-115 OR</td>
<td>Graphic Design Tools OR</td>
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<tr>
<td></td>
<td>DME-120</td>
<td>Intro to Multimedia Applications</td>
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<td>Digital Media</td>
<td>DME-110</td>
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<td>DFT-111 AND</td>
<td>Technical Drafting I AND</td>
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<tr>
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<td>DFT-111 A</td>
<td>Technical Drafting I Lab</td>
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<td>Drafting I AND</td>
<td>DFT-115 OR</td>
<td>Architectural Drafting OR</td>
</tr>
<tr>
<td>Drafting II - Architectural</td>
<td>DFT-119 OR</td>
<td>Basic CAD OR</td>
</tr>
<tr>
<td></td>
<td>ARC-114</td>
<td>Architectural CAD</td>
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<tr>
<td>Drafting I AND</td>
<td>DFT-151</td>
<td>CAD I</td>
</tr>
<tr>
<td>Drafting II - Engineering</td>
<td>DFT-112 AND</td>
<td>Technical Drafting II AND</td>
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<td>DFT-112 A</td>
<td>Technical Drafting II Lab</td>
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<td>Electrical Trades I AND</td>
<td>ELC-115</td>
<td>Basic Wiring I</td>
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<tr>
<td>Electrical Trades II</td>
<td>EGR-131</td>
<td>Intro to Electronics Tech</td>
</tr>
<tr>
<td>Network Engineering Technology I</td>
<td>NET-125 OR</td>
<td>Networking Basics OR</td>
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<tr>
<td>Network Engineering Technology II</td>
<td>NET-125 OR</td>
<td>Networking Basics OR</td>
</tr>
<tr>
<td></td>
<td>NET-126</td>
<td>Routing Basics</td>
</tr>
</tbody>
</table>
Forsyth Tech Program of Study

Recommended High School Course of Study

Forsyth Tech also grants credit to students who successfully complete Advanced Placement exams in high school. Credit is given for scores of “3” or higher on exams that are applicable to program requirements. Students must provide the Admissions Office with official score reports to receive credit.

<table>
<thead>
<tr>
<th>WS/FCS Course</th>
<th>Forsyth Tech Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English - Lang. &amp; Comp (3 or better)</td>
<td>ENG 111 Writing and Inquiry</td>
</tr>
<tr>
<td>AP English - Comp. &amp; Lit. (3 or better)</td>
<td>ENG 112 Argument-Based Research</td>
</tr>
<tr>
<td>AP Spanish - Language (3 or 4)</td>
<td>SPA 111 Elementary Spanish I</td>
</tr>
<tr>
<td>AP Spanish - Language (5)</td>
<td>SPA 111 &amp; 112 Elementary Spanish I &amp; II</td>
</tr>
<tr>
<td>AP French - Language (3)</td>
<td>FRE 111 Elementary French I</td>
</tr>
<tr>
<td>AP French - Language (5)</td>
<td>FRE 111 &amp; 112 Elementary French I &amp; II</td>
</tr>
<tr>
<td>AP German - Language (3 or 4)</td>
<td>GER 111 Elementary German I</td>
</tr>
<tr>
<td>AP German - Language (5)</td>
<td>GER 111 &amp; 112 Elementary German I &amp; II</td>
</tr>
<tr>
<td>AP Calculus AB (3 or better)</td>
<td>MAT 271 Calculus I</td>
</tr>
<tr>
<td>AP Calculus BC (5)</td>
<td>MAT 271 Calculus I and MAT 272 Calculus II</td>
</tr>
<tr>
<td>AP Statistics (3 or better)</td>
<td>MAT 155 Statistics I Math 155A Statistics I Lab</td>
</tr>
<tr>
<td>AP Biology (3 or 4)</td>
<td>BIO 111 General Biology I</td>
</tr>
<tr>
<td>AP Biology (5)</td>
<td>BIO 111 General Biology I and BIO 112 General Biology II</td>
</tr>
<tr>
<td>AP Chemistry (3 or 4)</td>
<td>CHM 151 General Chemistry I</td>
</tr>
<tr>
<td>AP Chemistry (5)</td>
<td>CHM 151 General Chemistry I and CHM 152 General Chemistry II</td>
</tr>
<tr>
<td>AP Computer Science A (3)</td>
<td>CSC 151 Java Programming</td>
</tr>
<tr>
<td>AP Computer Science B (3) with Interview</td>
<td>CSC 258 Java Enterprise</td>
</tr>
<tr>
<td>AP Physics (3 or 4)</td>
<td>PHY 151 College Physics I</td>
</tr>
<tr>
<td>AP Physics (5)</td>
<td>PHY 151 College Physics I and PHY 152 College Physics II</td>
</tr>
<tr>
<td>AP Psychology (3 or better)</td>
<td>PSY 150 General Psychology or PSY 118 Interpersonal Psychology</td>
</tr>
<tr>
<td>AP Art History (3 or 4)</td>
<td>ART 114 Art History Survey</td>
</tr>
<tr>
<td>AP Art History (5)</td>
<td>ART 114 &amp; 115 Art History Survey I &amp; II</td>
</tr>
<tr>
<td>AP Art Drawing I (3 or better)</td>
<td>ART 131 Drawing I</td>
</tr>
<tr>
<td>AP Art Portfolio 2 or Portfolio 3 (3 or better)</td>
<td>ART 214 Portfolio &amp; Resume</td>
</tr>
<tr>
<td>AP Environmental Science (3 or better)</td>
<td>BIO 140 Environmental Biology BIO 140A Environmental Biology Lab</td>
</tr>
<tr>
<td>AP Government &amp; Politics: US (3 or better)</td>
<td>POL 120 American Government</td>
</tr>
<tr>
<td>AP Government: Comparative (3 or better)</td>
<td>POL 210 Comparative Government</td>
</tr>
<tr>
<td>AP US History (3 or 4)</td>
<td>HIS 131 American History I</td>
</tr>
<tr>
<td>AP US History (5)</td>
<td>HIS 131 American History I and HIS 132 American History II</td>
</tr>
<tr>
<td>AP European History (3 or 4)</td>
<td>HIS 121 Western Civilization I</td>
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<tr>
<td>AP European History (5)</td>
<td>HIS 121 &amp; HIS 122 Western Civilization I &amp; II</td>
</tr>
<tr>
<td>AP Music Theory (3 or better)</td>
<td>MUS 121 Music Theory</td>
</tr>
<tr>
<td>AP Microeconomics (3 or better)</td>
<td>ECO 251 Principles of Microeconomics</td>
</tr>
<tr>
<td>AP Macroeconomics (3 or better)</td>
<td>ECO 252 Principles of Macroeconomics</td>
</tr>
</tbody>
</table>

43
### High School Course of Study

#### Arts, A/V Technology & Communications
**Pathway: Graphic Arts & Imaging Technology (Diploma)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Electives: Microsoft Word &amp; PowerPoint, Microsoft Excel &amp; Access</td>
</tr>
<tr>
<td>10th</td>
<td>Electives: Multimedia &amp; Webpage Design</td>
</tr>
<tr>
<td>11th</td>
<td>Electives: Scientific Visualization I</td>
</tr>
<tr>
<td>12th</td>
<td>Electives: Principles of Business and Finance, Digital Media, Advanced Digital Media</td>
</tr>
</tbody>
</table>

#### Forsyth Tech Program of Study

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Math Measurement &amp; Literacy</td>
</tr>
<tr>
<td></td>
<td>Total hours for general education courses...6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRA 121</td>
<td>Graphic Arts I</td>
</tr>
<tr>
<td>GRA 151</td>
<td>Computer Graphics I</td>
</tr>
<tr>
<td>GRA 152</td>
<td>Computer Graphics II</td>
</tr>
<tr>
<td>GRA 221</td>
<td>Graphic Arts II</td>
</tr>
<tr>
<td>GRA 255</td>
<td>Image Manipulation I</td>
</tr>
<tr>
<td>GRA 256</td>
<td>Image Manipulation II</td>
</tr>
<tr>
<td>GRD 141</td>
<td>Graphic Design I</td>
</tr>
<tr>
<td></td>
<td>Total hours for core courses.......................20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
</tr>
<tr>
<td>GRA 110</td>
<td>Graphic Arts Orientation</td>
</tr>
<tr>
<td>GRA 112</td>
<td>Graphics Problem Solving</td>
</tr>
<tr>
<td>GRA 161</td>
<td>Computer Graphics Apps I</td>
</tr>
<tr>
<td>GRA 162</td>
<td>Computer Graphics Apps II</td>
</tr>
<tr>
<td>GRA 222</td>
<td>Graphic Arts III</td>
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<td>Total hours for other major courses ..............13</td>
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</table>

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 115</td>
<td>Business Law I</td>
</tr>
<tr>
<td>INT 110</td>
<td>International Business</td>
</tr>
<tr>
<td>INT 210</td>
<td>International Trade</td>
</tr>
<tr>
<td>INT 230</td>
<td>International Law</td>
</tr>
<tr>
<td></td>
<td>Total hours for core courses.......................12</td>
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</table>

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 115</td>
<td>Global Communications</td>
</tr>
<tr>
<td>MKT 224</td>
<td>International Marketing</td>
</tr>
<tr>
<td></td>
<td>Total hours for other major courses ..............6</td>
</tr>
</tbody>
</table>

| Total hours           | 39                                               |

### Arts, A/V Technology & Communications
**Pathway: Graphic Arts & Imaging Technology (Diploma)**

#### Business Management & Administration
**Pathway: Business Administration/International Business (Certificate)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Electives</th>
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</thead>
<tbody>
<tr>
<td>9th</td>
<td>Electives: Microsoft Word &amp; PowerPoint, Microsoft Excel &amp; Access</td>
</tr>
<tr>
<td>10th</td>
<td>Elective: Multimedia &amp; Webpage Design</td>
</tr>
<tr>
<td>11th</td>
<td>Elective: Marketing</td>
</tr>
<tr>
<td>12th</td>
<td>Electives: Business Law, Business Management, Strategic Marketing</td>
</tr>
</tbody>
</table>

#### Forsyth Tech Program of Study

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 115</td>
<td>Business Law I</td>
</tr>
<tr>
<td>INT 110</td>
<td>International Business</td>
</tr>
<tr>
<td>INT 210</td>
<td>International Trade</td>
</tr>
<tr>
<td>INT 230</td>
<td>International Law</td>
</tr>
<tr>
<td></td>
<td>Total hours for core courses.......................12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 115</td>
<td>Global Communications</td>
</tr>
<tr>
<td>MKT 224</td>
<td>International Marketing</td>
</tr>
<tr>
<td></td>
<td>Total hours for other major courses ..............6</td>
</tr>
</tbody>
</table>

| Total hours           | 18                                               |
Recommended High School Course of Study

9th Grade Electives
- Microsoft Word & PowerPoint
- Microsoft Excel & Access

10th Grade Elective
- Multimedia & Webpage Design

11th Grade Elective
- Accounting I

12th Grade Electives
- Business Law
- Principles of Business & Finance

Forsyth Tech Program of Study

Course Prefix/Number .......................... Course Name

General Education Courses (certificate general education is optional)
ENG 111 ..................................................... Writing and Inquiry
COM 231 ..................................................... Public Speaking
Total hours for general education courses ... 6

Core Courses
CIS 110 ..................................................... Introduction to Computers
OST 134 ..................................................... Text Entry & Formatting
OST 164 ..................................................... Text Editing Applications
OST 181 ..................................................... Intro to Office Systems
OST 184 ..................................................... Records Management
Total hours for core courses ................. 15

Other Major Courses
CTS 130 ..................................................... Spreadsheet
OST 130 ..................................................... Comprehensive Keyboarding
OST 136 ..................................................... Word Processing
OST 137 ..................................................... Office Software Applications
OST 188 ..................................................... Issues in Office Tech
OST 286 ..................................................... Professional Development
Total hours for other major courses ....... 17

Total hours ............................................. 38

Information Technology
Pathway: Computer Information Technology (Certificate)

Recommended High School Course of Study

9th Grade Electives
- Microsoft Word & PowerPoint
- Microsoft Excel & Access

10th Grade Electives
- Networking Engineering I

11th Grade Electives
- Networking Engineering II

12th Grade Electives
- Business Law
- Marketing
- Multimedia & Webpage Design

Forsyth Tech Program of Study

Course Prefix/Number .......................... Course Name

Core Courses
CIS 110 ..................................................... Introduction to Computers
CTS 115 ..................................................... Info Sys Business Concept
CTS 120 ..................................................... Hardware/Software Support
NET 110 ..................................................... Networking Concepts
NOS 110 ..................................................... Operating System Concepts
SEC 110 ..................................................... Security Concepts
Total hours for core courses ............... 18

Total hours ............................................. 18
Education & Training
Pathway: Early Childhood Education (Diploma)

Recommended High School Course of Study

9th Grade Electives
Microsoft Word & PowerPoint
Microsoft Excel & Access

10th Grade Electives
Parenting & Child Development

11th Grade Electives
Early Childhood Education I

12th Grade Electives
Early Childhood Education II
Entrepreneurship I
Principles of Business & Finance

Forsyth Tech Program of Study

Course Prefix/Number..........................Course Name

General Education Courses
ENG 111 ..............................................Writing and Inquiry
PSY 118 .............................................Interpersonal Psychology
Total hours for general education courses...6

Core Courses
EDU 119 ...........................................Intro to Early Child Education
EDU 131 ...........................................Child, Family, & Communication
EDU 144 ...........................................Child Development I
EDU 145 ...........................................Child Development II
EDU 146 ...........................................Child Guidance
EDU 151 ...........................................Creative Activities
EDU 153 ...........................................Health, Safety & Nutrition
EDU 221 ...........................................Children with Exceptional
EDU 271 ...........................................Educational Technology
EDU 280 ...........................................Language & Literacy Exp
Total hours for core courses...............31

Other Major Courses
CIS 110 .............................................Introduction to Computers
COM 120 ...........................................Intro Interpersonal Com
EDU 214 ...........................................Early Child Intern Prac
Total hours for other major courses ..10

Total hours ........................................47

Information Technology
Pathway: Network Security Technology (Diploma)

Recommended High School Course of Study

9th Grade Elective
Microsoft Word & PowerPoint
Microsoft Excel & Access

10th Grade Elective
Multimedia & Webpage Design

11th Grade Electives
Networking I

12th Grade Electives
Networking II
Principles of Business

Forsyth Tech Program of Study

Course Prefix/Number..........................Course Name

General Education Courses
ENG 111 ..............................................Writing and Inquiry
MAT 161 ...........................................College Algebra
Total hours for general education courses...6

Core Courses
CIS 110 .............................................Introduction to Computers
NET 125 ...........................................Networking Basics
NET 126 ...........................................Routing Basics
NOS 110 ...........................................Operating System Concepts
NOS 120 ...........................................Linux/UNIX Single User
NOS 130 ...........................................Windows Single User
NOS 220 ...........................................Linux/UNIX Admin I
NOS 230 ...........................................Windows Admin I
SEC 110 ...........................................Security Concepts
Total hours for core courses...............27

Other Major Courses
SEC 150 ...........................................Secure Communications
SEC 160 ...........................................Secure Admin I
SEC 210 ...........................................Intrusion Detection
Total hours for other major courses ..9

Total hours ........................................42
### Manufacturing Pathway: Computer Integrated Machining (Diploma)

**Recommended High School Course of Study**

- **9th Grade Electives**
  - Microsoft Word & PowerPoint

- **10th Grade Electives**
  - Microsoft Excel & Access

- **11th Grade Electives**
  - Technology Engineering & Design

- **12th Grade Electives**
  - Technological Design

### Forsyth Tech Program of Study

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
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</tr>
<tr>
<td>ENG 115</td>
<td>Oral Communication</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Core Courses</strong></td>
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</tr>
<tr>
<td>BPR 111</td>
<td>Print Reading</td>
</tr>
<tr>
<td>MAC 111</td>
<td>Machining Technology I</td>
</tr>
<tr>
<td>MAC 112</td>
<td>Machining Technology II</td>
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<tr>
<td>MEC 110</td>
<td>Intro to CAD/CAM</td>
</tr>
<tr>
<td>Total hours for core courses</td>
<td>16</td>
</tr>
<tr>
<td><strong>Other Major Courses</strong></td>
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</tr>
<tr>
<td>BPR 121</td>
<td>Blueprint Reading: Mech</td>
</tr>
<tr>
<td>CIS 113</td>
<td>Computer Basics</td>
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<tr>
<td>ISC 113</td>
<td>Industrial Specifications</td>
</tr>
<tr>
<td>MAC 121</td>
<td>Intro to CNC</td>
</tr>
<tr>
<td>MAC 122</td>
<td>CNC Turning</td>
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<td>MAC 124</td>
<td>CNC Milling</td>
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<tr>
<td>MAC 151</td>
<td>Machining Calculations</td>
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<tr>
<td>MAC 222</td>
<td>Advanced CNC Turning</td>
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<tr>
<td>MAC 224</td>
<td>Advanced CNC Milling</td>
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<tr>
<td>MEC 142</td>
<td>Physical Metallurgy</td>
</tr>
<tr>
<td>PHY 121</td>
<td>Applied Physics I</td>
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<td><strong>Total hours</strong></td>
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### Manufacturing Pathway: Industrial Systems

**Recommended High School Course of Study**

- **9th Grade Electives**
  - Microsoft Word & PowerPoint

- **10th Grade Electives**
  - Microsoft Excel & Access

- **11th Grade Electives**
  - Technology Engineering & Design

- **12th Grade Electives**

### Forsyth Tech Program of Study

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
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</tr>
<tr>
<td>ENG 115</td>
<td>Writing and Inquiry</td>
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<tr>
<td>MAT 115</td>
<td>Math Measurement &amp; Literacy</td>
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<td><strong>Core Courses</strong></td>
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<tr>
<td>BPR 111</td>
<td>Print Reading</td>
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<tr>
<td>ELC 112</td>
<td>DC/AC Electricity</td>
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<tr>
<td>HYD 110</td>
<td>Hydraulics/Pneumatics I</td>
</tr>
<tr>
<td>ISC 112</td>
<td>Industrial Safety</td>
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<tr>
<td>MEC 111</td>
<td>Machine Processes I</td>
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<tr>
<td>MNT 110</td>
<td>Intro to Maint Procedures</td>
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<td>WLD 112</td>
<td>Basic Welding Processes</td>
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<tr>
<td>CIS 111</td>
<td>Basic PC Literacy</td>
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<td>ELC 113</td>
<td>Basic Wiring I</td>
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<tr>
<td>ELC 117</td>
<td>Motors and Controls</td>
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<td>MEC 130</td>
<td>Mechanisms</td>
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<td>Maintenance Practices</td>
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<td><strong>Total hours</strong></td>
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Transportation, Distribution & Logistics
Pathway: Automotive Systems Technology (Diploma)

Recommended High School Course of Study

9th Grade Elective
Not available

10th Grade Elective
Not available

11th Grade Electives
Introduction to Automotive Service
Automotive Service I

12th Grade Electives
Automotive Service II
Automotive Service III

Forsyth Tech Program of Study

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<tr>
<td>PHY 122</td>
<td>Applied Physics II</td>
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Core Courses

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<tr>
<td>TRN 110</td>
<td>Intro to Transport Tech</td>
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<td>TRN 120</td>
<td>Basic Transp Electricity</td>
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<td>TRN 140</td>
<td>Transp Climate Control</td>
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<td>AUT 116</td>
<td>Engine Repair</td>
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<tr>
<td>AUT 141</td>
<td>Suspension &amp; Steering Sys</td>
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<td>AUT 151</td>
<td>Brake Systems</td>
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<td>AUT 181</td>
<td>Engine Performance</td>
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Other Major Courses

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<td>Engine Performance</td>
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<tr>
<td>AUT 183</td>
<td>Engine Performance 2</td>
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<tr>
<td>AUT 116A</td>
<td>Engine Repair Lab</td>
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<tr>
<td>AUT 141A</td>
<td>Suspension &amp; Steering Lab</td>
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<tr>
<td>AUT 151A</td>
<td>Brakes Systems Lab</td>
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<td>AUT 163</td>
<td>Adv Auto Electricity</td>
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<tr>
<td>TRN 130</td>
<td>Intro to Sustainable Transp</td>
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<td>TRN 140A</td>
<td>Transp Climate Cont Lab</td>
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Total hours ................................................47
Notes
High School Counseling Centers

ATKINS .................................................. 703-6754 (Office), 703-6759 (Counseling)
3605 Old Greensboro Road, Winston-Salem, NC 27101
Joe Childers, Principal
Counselors: Kenya Rocker (Director), Candace Shaw, Felicia Tubbs

CAREER CENTER .................................. 727-8181 (Office), 727-8185 (Counseling)
910 Highland Court, Winston-Salem, NC 27101
Chris Nichols, Principal
Counselors: Greg Sims (Director), Stefanie Jones

CARTER VOCATIONAL ......................... 703-4119 (Office), 703-4120 (Counseling)
851 Highland Court, Winston-Salem, NC 27101
Donna Horton, Principal
Counselor: Daya Patton

CARVER ............................................. 727-2987 (Office), 727-2230 (Counseling)
3545 Carver School Road, Winston-Salem, NC 27105
Travis Taylor, Principal
Counselors: Tonya Withers (Director), Kenneth Brown, Lakeyia Ingram, Nakisha Ingram

EARLY COLLEGE OF FORSYTH .......... 757-3290 (Office), 757-3301 (Counseling)
On the campus of Forsyth Technical Community College,
2100 Silas Creek Parkway, Winston-Salem, NC 27103
Frances Cook, Principal
Counselor: Dexter Felder
College Liaison: Porchia McDaniel

EAST FORSYTH .................................... 703-6735 (Office), 703-6792 (Counseling)
2500 W. Mountain Street, Kernersville, NC 27284
Rodney Bass, Principal
Counselors: Angela Hubbard (Director), Heather Beeson, Kimberly Geter, Alison Matthews, Sharon Sherman, Tiffany Wilson

FORSYTH MIDDLE COLLEGE ............. 734-7437 (Office), 734-7163 (Counseling)
On the campus of Forsyth Technical Community College
Winston-Salem, NC 27103
William Wynn III, Principal
Counselor: Sarah Vanderpool

GLEN .................................................. 771-4500 (Office), 771-4505 (Counseling)
1600 Union Cross Road, Kernersville, NC 27284
Brad Craddock, Principal
Counselors: Dean Orfanedes (Director), Ryanne Cannady, Tanya Neal, Stephanie Sorrells, Far’d Wilkins

JOHN F. KENNEDY HIGH SCHOOL ........ 703-4143 (Office), 703-4144 (Counseling)
890 E. 11th Street, Winston-Salem, NC 27101
Sean Guillard, Principal
Counselor: Stacey Marshall, Daryle Maxwell

KINGSWOOD SCHOOL AT THE CHILDREN’S HOME 703-4128 (Office), 703-4128 ext. 51912 (Counseling)
1001 Reynolda Road, Winston-Salem, NC 27104
Roderick Dupree, Principal
Counselor: Kindra Ritzie-Worthy

MAIN STREET ACADEMY .................... 703-4185 (Office), 703-4186 (Counseling)
2700 S. Main Street, Winston-Salem, NC 27127
Ronald Travis, Principal
Counselor: April Winn (Director)

MOUNT TABOR ................................. 703-6700 (Office), 703-6728 (Counseling)
342 Petree Road, Winston-Salem, NC 27106
Ed Weiss, Principal
Counselors: Stan Huck (Director), Corey Daniel, Jake McBride, Colleen Santos-Roberts, Lowana Wade

NORTH FORSYTH .................... 661-4880 (Office), 661-4890 (Counseling)
5705 Shattalon Drive, Winston-Salem, NC 27105
Melita Wise, Principal
Counselors: Sonya Withers (Director), Keisha Horton, Carl Glenn, Jessica Harris, Marissa Mickey

PAISLEY IB MIDDLE YEARS PROGRAMME 703-4168 (Office), 703-4169 (Counseling)
1400 Grant Street, Winston-Salem, NC 27105
Gary Cone, Principal
Counselor: Cathy Birmingham

PARKLAND ...................................... 771-4700 (Office), 771-4711 (Counseling)
1600 Brewer Road, Winston-Salem, NC 27127
Spencer Hardy, Principal
Counselors: Amy Samek (Director), Shirley Davis, Karrie Tuttle, Jessica Williams, Kendra Britte

REAGAN ......................................... 703-6776 (Office), 703-6778 (Counseling)
3750 Transou Road, Pfafftown, NC 27040
Frank Martin, Principal
Counselors: Joel Cordray (Director), Emily Allen, Kristin Fulcher, Carly Lewis, Marissa Dancy, Randy Norris

REYNOLDS .................................... 703-4145 (Office), 703-4146 (Counseling)
301 N. Hawthorne Road, Winston-Salem, NC 27104
Leslie Alexander, Principal
Counselors: Nicole Beale (Director), Cristen Wiley, Lisa Lara, Mary Anne McClain, Amy Williams

WALKERTOWN .................................. 703-4151 (Office), 703-4152 (Counseling)
5240 Sullivantown Drive, Walkertown, NC 27051
Jay Jones, Principal
Counselor: Maria Watkins (Director), Adam Carter, Catherine House

WEST FORSYTH .............................. 712-4400 (Office), 712-4403 (Counseling)
1735 Lewisville-Clemmons Road, Clemmons, NC 27012
Charles McNalinch, Principal
Counselors: Cindy Zimmerman (Director), Robin Downs, Sean Sandag, Katie Widle, Tammy Winchester, Jennifer Wyshner

WINSTON-SALEM PREPARATORY ACADEMY 703-6732 (Office), 703-6736 (Counseling)
1215 N. Cameron Avenue, Winston-Salem, NC 27101
Richard Watts, Principal
Counselor: Rhonda Scott