



GUILFORD COUNTY SCHOOLS

# Middle School Registration

2020/21



Dear GCS Students,

Welcome to the 2020-21 student registration catalog. This document contains information about the choices that Guilford County Schools offers its students to help them reach the next stage of academic progress. From required courses to highly specialized opportunities in career and technical education or the arts, each will move you closer to graduation and success beyond the classroom.

Please take time to review the courses outlined in this catalog. In many cases there are prerequisites you must complete before moving on to advanced coursework, so I encourage you to work with your counselors and parents to draft a plan that helps you reach your goals. GCS is proud to offer courses and programs that will help prepare you for the college and career of your dreams. Think about your long-term goals and make choices that will help you soar to greatness.

All the best,

*Sharon L. Contreras*

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Superintendent

**www.gcsnc.com**

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## Introduction

The Guilford County Board of Education is committed to developing middle schools of the highest quality. Our middle schools are exceptional examples of how to be developmentally responsive to the needs of adolescents as well as provide a sound, rigorous program.

Outstanding middle schools typically exhibit the following characteristics or components:

- Team organization
- Teacher advisory
- A focus on the core curriculum
- A variety of electives
- An emphasis upon career exploration
- An emphasis upon technology

All of these components are evident in Guilford County Schools (GCS) middle schools.

The middle school years are crucial. Students are moving at varying rates through intellectual, physical, social, and emotional changes. Success requires attention to students' individual and collective needs, and GCS middle schools in GCS address them.

The Guilford County Board of Education has allowed individual middle schools to modify course offerings to best meet the needs of their students. This means not all courses will be offered at each GCS middle school. These decisions will be made following the receipt of student registration information by the Middle School Leadership Teams.

## Say Yes to Education

Say Yes to Education Guilford seeks to help students attending Guilford County Schools get the support they need to graduate from high school and be ready for post-secondary success. This support starts with the youngest learners and continues until students graduate from college or postsecondary programs. In addition, the program provides tuition and other postsecondary scholarship support to eligible Guilford County Schools graduates to aid in the costs associated with completing a college or a postsecondary certificate. For more information, visit [www.SayYesGuilford.org](http://www.SayYesGuilford.org).



## General Information

The middle school day includes core courses (language arts, social studies, science, mathematics, and health and physical education) and elective courses (arts education, career and technical education (CTE), and global languages). In addition, each student is assigned to an advisor/advisee (AA) group. Middle school students register for core courses and elective classes.

The information provided in this book is current at the time of printing. We recommend that you work closely with your school counselor during the registration period to be aware of any changes. For more information, please refer to the **Registration Toolbox** located on the GCS website. Go to [www.gcsnc.com](http://www.gcsnc.com) and search for **Registration Toolbox**.

## North Carolina Tdap Vaccine Requirement

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

For more information, go to [www.gcsnc.com](http://www.gcsnc.com) and search for Health Services and Nursing.

## Middle School Magnet Programs

GCS is a national leader in providing specialized schools and instructional programs designed to meet the educational needs of a culturally diverse citizenship. The district offers parents and guardians a wide variety of choices for their students' education—choices that build on or stimulate educational interests, foster academic achievement, and support cultural and ethnic diversity. Students who are visual or performing artists, interested in the sciences, or enjoy small learning environments can all find a place designed just for them. The next few pages of this book outline the different schools and programs available to our students. For more information, speak with your school counselor or go to [www.gcsnc.com](http://www.gcsnc.com) and search for Magnet and Choice Schools.

### ALLEN JAY MIDDLE SCHOOL - A PREPARATORY ACADEMY

#### Themes/Programs: College Preparation & Leadership Development

Allen Jay Prep Academy offers middle school students an alternative to traditional instruction. Designed to provide an energetic learning environment with high structure, this GCS magnet program is based on five pillars: character and service, academic rigor, innovative instruction, leadership development, and effort and commitment. The use of music and movement serves to engage students and as an alternative means for learning and demonstrating knowledge. The curriculum will focus on literacy and college preparation, and emphasize structure and positive reinforcement. Instructional practices are designed to increase engagement, build independence, and stimulate higher-order thinking for students. The school will have extended school days and an extended school year, and families should be able to commit to these components. The Academy serves scholars in grades 5–8.

### THE ACADEMY AT LINCOLN

#### Themes/Programs: Global Studies, Performing and Visual Arts

The Academy at Lincoln maintains a rigorous academic program, both in our Very Strong Academically Gifted (VS) department and our magnet program. We believe every student deserves the opportunity and freedom to excel in his/her own way. The Academy at Lincoln Performing Arts and Global Studies programs are designed to encourage, nurture, and support students in using their personal interests and natural learning abilities. Students have access to a variety of visual and performing arts classes as well as Spanish instruction, CTE, and more. Additionally, core curriculum teachers weave the arts and global studies into their instruction to help students develop and reach their fullest intellectual, personal, creative, and social potential. These methods challenge and engage students, helping them to build important study, critical-thinking, and decision-making skills while building self-confidence and a lifelong love of learning.

Additionally, our VS program for grades 4–8 is designed to provide acceleration and depth for our VS students in the GCS. Teachers are certified in teaching this

unique population to ensure the courses are rigorous, providing opportunity and appropriate learning challenges. Daily instruction uses research-based methods and techniques designed specifically for challenging these VS students, including project-based learning, science, technology, engineering, and mathematics (STEM) challenging programs, and more. These students also benefit from being housed in a Global Studies and Performing Arts Magnet school. During their middle school years, they may choose from any of these classes offered at The Academy at Lincoln as well. This program is a criteria-based selection and not a part of the magnet application process.

The Performing and Visual Arts Program at The Academy at Lincoln consists of the following classes: Band, Chorus, Dance, Orchestra, Piano, Theater, and Visual Arts.

### SWANN MIDDLE SCHOOL

#### Themes/Programs: Science and Technology, Spanish Immersion

*Science and Technology:* Swann provides a specialized science and technology program including course topics such as Botany, Ecology, Physics, Genetics, Forensic Science, Engineering Challenge, Bridge Design Challenge, Programming and Coding Challenge, Video Game Design, 3-D Printing, and Design Challenge and Drone Technology. The curriculum augments the Common Core Standards with an emphasis on the physical, earth, environmental, and life sciences. The strong connection between technology and classroom practice further enhances the magnet theme. Students are actively engaged in investigating, discovering, and applying concepts from all core areas to real-world issues through the lens of scientific-thinking skills and with the support of current technology in magnet courses.

*Spanish Immersion:* The Spanish Immersion program at Swann provides a partial language experience in a multicultural setting for students who want the advantage of proficiency in a second language. In this program, students learn science, social studies, and literature (Spanish Literacy) in Spanish. Students are required to have attended the Spanish Immersion Program at Jones Elementary or Kirkman Park before entering Swann Middle. Benefits of bilingualism include increased language and vocabulary development, expanded understanding of language differences, and enhanced opportunities in a growing bilingual workforce.

## **BROWN SUMMIT MIDDLE SCHOOL**

### **Theme/Program: Center for Advanced Academics**

Brown Summit Middle School is a dedicated magnet school that provides a smaller learning environment for advanced learners. The advanced-academics theme of the school is infused throughout the students' instructional day. The curriculum is rigorous and intended to foster a student-centered approach resulting in independence, understanding, and self-evaluation. Every student receives Latin during all three years of middle school, which prepares them for PSAT/SAT success. Due to the school's rigorous curriculum, prospective students must earn End-of-Grade (EOG) scores of 70 percent or higher in both reading and math and a final grade of "B" or higher on the current and previous years' report cards to meet admission criteria. Opportunities for after-school extracurricular activities are limited; however, opportunities for advanced-learning clubs and experiences can extend beyond the instructional day and are decided by faculty and student interest.

## **FERNDALE MIDDLE SCHOOL**

### **Theme/Program: International Baccalaureate Middle Years Programme**

Ferndale Middle School is a Middle Years Programme (MYP) International Baccalaureate (IB) World school. Ferndale will continue to serve students from its attendance zone and enroll new magnet students each year by lottery. Students at Ferndale celebrate diversity among cultures by identifying the IB Learner Profile Characteristics in themselves and others. They are involved in rigorous, concept-based instruction as they engage in eight content areas (Language Acquisition, Language and Literature, Individuals and Societies, Sciences, Math, Arts, Physical Education, and Technology/Design). MYP students explore 16 key concepts (big ideas) across the curriculum as well as identify global contexts that direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet.

Teachers at Ferndale plan interdisciplinary units of study both horizontally and vertically with the end result in mind. Opportunities are provided for students to participate in global studies and service learning, which inspire students to be active learners, well-rounded individuals, and world citizens. The staff at Ferndale Middle School is committed to providing a safe, purposeful learning environment for all students. As a result, our students will become responsible, contributing citizens within their home community as well as our diverse world.

## **OTIS L. HAIRSTON, SR. MIDDLE SCHOOL**

### **Theme/Program: IB World School MYP**

Otis L. Hairston, Sr. Middle School is an MYP IB school. Hairston will continue to serve students from its attendance zone and will enroll new magnet students each year by magnet application. Students at Hairston celebrate diversity among cultures by identifying the IB Learner Profile Characteristics in themselves and others. They are involved in rigorous, concept-based instruction as they engage in eight content areas (Language A, Language B, Humanities, Sciences, Math, Arts, Physical Education, and Technology). MYP students explore 16 key concepts (big ideas) across the curriculum as well as identify global contexts that direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet.

Teachers at Hairston plan interdisciplinary units of study both horizontally and vertically with the end result in mind. Opportunities for students to participate in global studies include units such as cultural awareness, the election process, and the eradication of poverty. The staff at Hairston is committed to providing a safe, purposeful learning environment for all students. As a result, our students will become responsible, contributing citizens within their home community as well as our diverse world.

All Hairston students participate in a variety of Service Learning projects that reach beyond the school and impact the world community. Students are encouraged to assist with the creation and implementation of service-oriented activities while emphasizing the importance of reflection on a personal and academic level. These Service Learning projects inspire students to be active learners, well-rounded individuals, and world citizens. Students are taught to be dynamic learners who gain practical experience while being part of an international community.

## **THE DORIS HENDERSON NEWCOMERS SCHOOL**

### **Theme/Program: English Language Learning**

GCS is proud of its diversity. Across the district, GCS students speak more than 100 languages and dialects. Approximately 6,000 English language learners are enrolled in GCS, and we expect those numbers to increase. When we strive to provide an environment that meets the needs of English language learners, we give these students a better opportunity for success.

The Doris Henderson Newcomers School is designed for students in grades 3 through 12 who have recently arrived in the United States and are considered novices on the North Carolina language test. The goal of the school and its staff is to accelerate literacy skills and prepare English language learners to bridge the gap between a newcomer setting and the assigned school.

Students generally attend the school for one year but may attend for a longer

or shorter time, depending on individual achievement and progress. When students arrive at the school, they are assessed to determine their academic and language skills and are placed into classrooms that best meet their needs. The school also provides adult English language instruction, K–12 tutoring, babysitting, and family outings on Saturdays. At least one member of each family is encouraged to participate.

The school consists of highly qualified teachers and additional support staff. Instruction includes English language, math, writing, science, social studies, and computer skills. Counselors and teachers work with students to ease the transition to their new culture and environment. The staff assists with community connections, health-outreach programs, and student counseling. Field trips are essential to creating positive social experiences and building background knowledge of the community. Students visit local sites such as the University of North Carolina (UNC) Greensboro, North Carolina A&T State University, Guilford College, Bennett College for Women, police stations, fire departments, banks, the North Carolina Zoo, parks, libraries, museums, and local governmental departments.

Before completing the program at the Doris Henderson Newcomers School, teachers and counselors develop a plan for transitioning students to their assigned schools. Once the student enrolls in the assigned school, social workers conduct follow-up sessions with families.

To enroll or obtain information, please call the Doris Henderson Newcomers School at (336) 316-5883.

**JOHNSON STREET K–8 MAGNET SCHOOL**

**Themes/Programs: Global Studies, Extended Year**

Johnson Street Global Studies Extended-Year K–8 Magnet School offers a unique approach to address the needs of its students. The international focus of the global studies program will prepare students to be active, knowledgeable citizens of a global society. Through their international studies, they will learn to understand how their actions as individuals impact the larger community of their classroom, their school, our country, and our world, just as the actions of a single country impact the entire globe. Students will also learn why it is important to know and understand what is happening around the world by studying the history of each country and focusing on current events. Most importantly, they will learn to genuinely respect and accept the differences that make people and their cultures unique. Learning these lessons is a clear advantage for all students in today’s world.

This global focus of the school is integrated throughout the rigorous traditional curriculum of reading, writing, mathematics, and science and is strongly emphasized in computer science, art, and music as well. Students receive instruction in the Japanese language beginning at the kindergarten level, where exposure to languages is proven to enhance a child’s overall ability to learn and understand all foreign languages. Numerous internationally themed programs and events such as Global Week and International Night allow students to meet and talk with people from foreign lands and experience the food, dance, and culture of many countries. In addition, students benefit academically from small class sizes and a 200-day calendar, which allows for quarterly field trips and provides four additional weeks of instruction per year over their peers on a traditional calendar. Johnson Street Global Studies students are proud of the education they receive and will be well-prepared to meet the challenges of the future in a global economy.

**PENN–GRIFFIN SCHOOL FOR THE ARTS**

**Themes/Programs: Performing and Visual Arts**

In addition to traditional core courses, Penn–Griffin School for the Arts offers elective courses in eight arts disciplines: Band, Chorus, Dance, Guitar, Orchestra, Piano, Theater, and Visual Arts. Unique to Penn–Griffin is the opportunity for students to journey through the arts in one school from sixth through twelfth grade. (NOTE: High school acceptance is based on a comprehensive application process including academics, an audition, and an interview.) The arts program is designed to allow students to explore multiple arts areas in sixth grade and then choose an area as their arts major in seventh and eighth grades.

Middle school students who are interested in applying to Penn–Griffin will complete and submit the GCS online application by the deadline. Penn–Griffin staff highly recommends that students have an interest in the performing and visual arts because this is our school’s magnet focus.

Band 6th Grade	Band 7th Grade	Band 8th Grade
Chorus 6th Grade	Chorus 7th Grade	Chorus 8th Grade
Dance 6th Grade	Dance 7th Grade	Dance 8th Grade
Guitar 6th Grade	Guitar 7th Grade	Guitar 8th Grade
Orchestra 6th Grade	Orchestra 7th Grade	Orchestra 8th Grade
Piano 6th Grade	Piano 7th Grade	Piano 8th Grade
Theater 6th Grade	Theater 7th Grade	Theater 8th Grade
Visual Arts 6th Grade	Visual Arts 7th Grade	Visual Arts 8th Grade

## WELBORN ACADEMY OF SCIENCE AND TECHNOLOGY

### Themes/Programs: Science and Technology

The school will continue to serve students from its attendance zone and will enroll new magnet students each year. Students will benefit from the integration of science, technology, and mathematics throughout the curriculum with a primary focus on literacy, college, and career preparation. Instructional practices will be designed to increase engagement, build independence, and stimulate higher-order thinking for students. The curriculum augments the NC Standard Course of Study State Standards and Essential Standards for Middle School. Science themes are incorporated throughout each grade level with an emphasis on physical, earth, environmental, and life sciences. Science courses will focus on:

- Sixth Grade Science: Earth Science
- Seventh Grade Science: Life & Physical Science
- Eighth Grade Science: Environmental Science

Students will be exposed to technology themes throughout each grade level — primarily through CTE courses—with an emphasis on:

- Sixth Grade CTE Courses: Project Lead the Way; CS Discoveries I; Exploring Technology
- Seventh Grade CTE Courses: Project Lead the Way; CS Discoveries II; Exploring Engineering and Design
- Eighth Grade CTE Courses: Project Lead the Way; CS Discoveries III; Exploring Aviation Technology

Our new Project Lead the Way (PLTW) Gateway curriculum empowers students to lead their own discovery. Students engage in PLTW's stem-based activities in computer science, engineering, and biomedical science, where they see a range of paths and possibilities they can look forward to in high school and beyond.

- Sixth Grade PLTW Course: Gateway to Technology 6th
- Seventh Grade PLTW Course: Gateway to Technology 7th
- Eighth Grade PLTW Course: Gateway to Technology 8th

The program actively engages students in investigating, discovering, and applying concepts from all core areas, and they will be involved in activities and lessons that include real-world issues through the lens of scientific thinking skills. Support through technology will be integrated to further enhance critical thinking and problem-solving with a personalized focus. Students will move toward college and career readiness by engaging in the relentless pursuit of excellence.

## Grading Scale

Report cards are issued to students every nine weeks. Interim reports are issued to all students during the nine-week grading period.

### GRADING SCALE

A = 90–100	D = 60–69
B = 80–89	F = 59 and below
C = 70–79	I = incomplete

## Promotion Standards

To be promoted in grades six through eight, a student must pass a minimum of five subjects and may not fail more than one of the core subjects (language arts, mathematics, science, and social studies). If a student fails the same core subject more than once during middle school, he/she must receive appropriate supplemental assistance to be promoted to high school.

## ATTENDANCE

Attendance in school and participation in class are critical to academic achievement and are integral to the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents and legal guardians are responsible for ensuring that students attend and remain at school daily. Guilford County Schools is committed to supporting students and families in their efforts to attend school every day.

### A. ATTENDANCE RECORDS

School officials shall keep accurate records of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina. To be considered "in attendance," a student must be present in school for at least one-half of the school day (one-half of the class period for attendance in secondary schools). Students who are on an approved homebound placement based on medical recommendations will be considered in attendance.

### B. LAWFUL (EXCUSED) ABSENCES

Parents and guardians are requested to contact school officials immediately when unanticipated absences occur. When a student must miss school, an explanation of the absence must be communicated, by any method reasonably designed to achieve notice (e.g. written note or email) to the student's teacher or attendance office official as soon as possible and within three days of the student's return. Absences due to extended illnesses may also require a statement from a physician.

All anticipated periods of absence should be reported to school officials prior to the period of absence and must receive prior approval in advance from the school principal or designee in order to be considered an excused absence.

No student may leave school after arrival on campus except with the permission of a designated school official and in accordance with the school's established sign-out procedures.

An absence may be lawful/excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family (includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters);

4. medical or dental appointments;

5. participation as a party or under subpoena as a witness in a court or administrative tribunal proceeding, including a proceeding before the Guilford County Schools Board of Education;

6. for observance of an event required or suggested by the religion of the student or the student's parent(s), students are entitled to up to two days each academic year;

7. participation in a valid educational opportunity, such as travel or service as a legislative or governor's page, with prior approval from the principal;

8. child care: illness or medical appointment during school hours of a child of whom the student is the custodial parent; or

9. visitation with the student's parent or legal guardian, at the discretion of the Superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

In the case of lawful/excused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school) the student will be permitted to make up his or her work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The student is responsible for finding out what assignments are due and completing them within the specified time period.

### C. UNLAWFUL (UNEXCUSED) ABSENCES

All absences for reasons other than those identified under Section B, Lawful (Excused) Absences, will be deemed unlawful.

Out-of-school suspension or expulsion will not be considered unlawful absence for purposes of the compulsory attendance law described in Section D of this policy.

### D. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. Principals shall ensure that classes missed by students due to school-related activities are kept to an absolute minimum. The following school-related activities will not be counted as absences from either class or school:



1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S. 115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic contests or other competition events that require early dismissal or absence from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. in-school suspensions.

Assignments missed for these reasons are eligible for makeup by the student. The teacher will determine when makeup work is to be submitted. The student is responsible for finding out what assignments are due and completing them within the specified time period.

#### **E. EXCESSIVE ABSENCES**

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

Excessive absences may impact eligibility for participation in interscholastic athletics. See policy 3620, Extracurricular Activities and Student Organizations.

#### **F. CHRONIC ABSENTEEISM**

Guilford County Schools focuses on improving the academic success of every student, and that success begins with ensuring that students can attend school every day, ready and able to learn. Guilford County Schools defines chronic absenteeism as missing ten percent or more of school days due to absences for any reason, lawful/excused or unlawful/unexcused, for any student who is enrolled for at least 10 school days during the year. Students shall not be suspended for violating attendance policies.

## **Middle School Athletic Eligibility Requirements**

The following requirements must be met to participate in middle school athletics.

**Age:** A student may not participate on a middle school team if his or her 15th birthday comes on or before August 31st of the present school year.

**Medical Examination:** A player must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner, or physician's assistant. Student-athletes and their parents must complete the concussion awareness form annually before participation, including tryouts.

**Attendance:** A student must have been in daily attendance for at least 85 percent of the previous semester. Daily absences cannot be made up under any circumstances, even if a student attends Saturday classes, extra help sessions, or any other means to make up academic work. A student must, at any time of any game in which he or she participates, be a regularly enrolled member of the school's student body, according to local policy. (In determining attendance, ALL absences count toward the total, regardless of reason.)

**Academics:** Student must pass three of their four core courses each semester to be eligible for athletics.

**Promotion:** Students must meet state and local promotion standards each semester. This includes the academic requirement listed above.

**Residence Requirement:** a student is eligible to participate at the school to which he/she is assigned by the Board of Education. Transfers within the GCS are governed by Board of Education policy.

**Six-Semester Rule:** From the time a student first enters sixth grade, he/she has six consecutive semesters to complete their middle school athletic eligibility.

Check with the coaches at your middle school to learn which sports are offered.

## Summary of Testing Procedures

Students in grades six through eight take various tests to assess their academic proficiency and progress. A brief description of some of the tests required by the state or administered by local option is provided below.

### End-of-Grade Testing Program

End-of-Grade (EOG) tests are administered at the end of the school year to provide general measures of student achievement. EOG tests are curriculum-based assessments given in reading and mathematics to students in grades six through eight. Eighth graders also take the EOG science test.

EOG tests are used to monitor each student's performance and the implementation of the NC Standard Course of Study. EOG tests in grades 6–8 provide information about grade-level proficiency in relation to four achievement levels. Students scoring at Levels 4 and 5 meet college- and career-readiness standards, while student attaining a Level 3 designation meet grade-level standards of proficiency. Students scoring as Not Proficient have limited or partial command of grade-level standards and do not meet grade-level, college-readiness, and career-readiness standards.

### End-of-Course Testing Program

The End-of-Course (EOC) tests are state tests provided by the Department of Public Instruction which local systems are required to administer at the end of certain courses. Middle school students who take Math 1 or any other EOC course will be required to take the appropriate EOC test at its conclusion. EOC tests, by state regulation, count as 20 percent of the final course grade. Students may drop an EOC course only during the first 20 days of the school year.

EOC tests are administered at the end of the school year to provide general measures of student achievement. They are curriculum-based assessments that are given in Biology, English II, Math 1, and Math 3.

Like EOG tests, EOC tests are used to monitor each student's performance and the implementation of the NC Standard Course of Study. EOC tests in grades 6–8 provide information about grade-level proficiency in relation to four achievement levels. Students scoring at Levels 4 and 5 meet college- and career-readiness standards, while student attaining a Level 3 designation meet grade-level standards of proficiency. Students scoring as Not Proficient have limited or partial command of grade-level standards and do not meet grade-level, college-readiness, and career-readiness standards.

## NAEP

The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” is the largest nationally and continuing representative assessment of what students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. In addition, the State Board of Education adopted a policy to support the participation of North Carolina schools in national and international assessments such as NAEP. As a TUDA (Trial Urban District Assessment), District, a large sample of GCS middle schools and 8th grade students are randomly selected to participate in the NAEP Reading and Math assessments every other year. Due to the large sample of students, GCS receives district results on the NAEP assessments. A smaller sample of GCS schools and students are selected to represent the state on the NAEP assessment. For more information about this assessment, refer to: <http://nces.ed.gov/nationsreportcard/>.

## Special Services

### EXCEPTIONAL CHILDREN

In accordance with North Carolina Policies Governing Services for Children with Disabilities (amended March 2018) and the Individuals with Disabilities Education Act (IDEA), GCS provides special education and related services for students with disabilities ages 3 through 21. Students identified with a disability and found eligible for special education are offered services, as appropriate, to meet their unique needs, as specified in their Individual Education Program (IEP).

Questions concerning courses and services for students with an IEP should be directed to the school counselor and Exceptional Children Teacher/Case manager. Additional information can be accessed on the GCS Exceptional Children website at <https://www.gcsnc.com/Domain/2414>.

### SECTION 504

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that children with a disability have equal access to an education. They may receive accommodations, as well as related aids and services. A student may be found disabled under Section 504 if he/she

- has a physical or mental impairment which substantially limits one or more major life activity (e.g., learning, behavior, seeing, walking, and so forth),
- has a record of impairment,
- is regarded as having an impairment.

Students eligible under Section 504 may be entitled to supports and services, which are delivered through a 504 plan. For a list of frequently asked questions about Section 504, please visit <https://www.ed.gov/> and search for 504 Frequently Asked Questions. For more information, contact the Section 504 Coordinator at the school. If you need further assistance, please contact the district Section 504 Supervisor.

### HOME/HOSPITAL SERVICES

Students may be eligible for Home/Hospital services if they are medically or physically unable to attend school for 20 consecutive dates or more, as documented by a physician. Typically, services are provided on a temporary basis with the goal of students' return to their school as soon as possible. For more information, please contact your school counselor.

### ENGLISH LEARNERS INSTRUCTION

The goal of English Learners (ELs) services is to transition ELs from the EL program within two to five years, depending on their English language levels. The W-APT Language Proficiency Test is administered when a student initially enrolls to determine his/her level of English proficiency and used to design instruction for academic language development. The students' English proficiency level is monitored annually with the WIDA ACCESS 2.0 for ELs test, which test is administered during a window from February to March for all students identified as ELs. EL services are provided until they meet state-designated exit criteria, when they are exited from the English as a second language (ESL) program and their parents are notified. Exited students are monitored for four years to ensure academic success.

### THE ACADEMICALLY GIFTED PROGRAM

Academically Gifted (AG) students are described as students who demonstrate remarkably high levels of accomplishment compared with others of their age, experience, or environment. The AG Program provides a continuum of services to address the academic needs of these students. Whenever system-wide achievement test results are available, all students' scores are examined for evidence of the need for AG services. Students may also be referred for review by teachers or parents.

Eligibility for AG services is determined in reading and/or mathematics based on a student's achievement test scores and academic performance indicators.

In middle school, AG academic needs in english/language arts and mathematics are addressed through participation in advanced classes and differentiated curricula and classroom practices. AG students are grouped with students of similar academic achievement to maximize their opportunity for rigorous curriculum and instruction. Students attend heterogeneous classes for science and social studies.

Students who demonstrate a need for Very Strong AG services may be eligible to participate in the Very Strong (VS) services program offered only at The Academy at Lincoln. In the VS program, the AG academic needs of VS eligible students are addressed through participation in advanced classes in all four core subject areas: English/Language Arts, Math, Science, and Social Studies.

Parents of all AG students in middle school receive annual plans describing the extent of differentiation that will occur for AG students in each area of eligibility. A Differentiated Education Plan (DEP) outlining the student's AG services is kept in each student's cumulative file. The DEP is reviewed and updated each year.

AG students are expected to maintain high achievement in the identified subject areas, and their academic performance is reviewed regularly. When they fail to maintain high achievement, parents and the school collaborate to develop a student support plan and to evaluate appropriate course placement.

For more information about AG identification and services, visit [www.gcsnc.com](http://www.gcsnc.com) and search for Academically Gifted.

#### Non-Discrimination Policy

In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, marital status, parental status, or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination Free Environment Policy AC for a complete statement. Inquiries or complaints regarding Title IX should be directed to the Guilford County Schools Hearing/Compliance Officer, 120 Franklin Boulevard, Greensboro, NC 27401; 336-370-8154. Inquiries or complaints regarding Section 504 should be directed to the Assistant Superintendent of Exceptional Children Services, 134 Franklin Boulevard, Greensboro, NC 27401; 336-370-2323. Tobacco-Free Facilities - All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.

# Course Sequences

Content Area	During High School		Following High School			
	CTE Pathway	Associate Degree	4-year Ivy League School	UNC System Institution	Community College or Technical School	Career
<b>English</b>	English I or English I Honors	English I or English I Honors	English I Honors	English I or English I Honors	English I or English I Honors	English I or English I Honors
	English II or English II Honors	English II or English II Honors	English II Honors	English II or English II Honors	English II or English II Honors	English II or English II Honors
	English III or English III Honors	English III or English III Honors	AP English Language and Composition	English III Honors or AP English Language and Composition	English III or English III Honors	English III or English III Honors
	English IV or English IV Honors	English IV or English IV Honors	AP Literature and Composition	English IV Honors or AP English Literature and Composition	English IV or English IV Honors	English IV or English IV Honors
<b>Mathematics</b>	NC Math 1 or NC Math 1 Honors	NC Math 1 or NC Math 1 Honors	NC Math 1 Honors	NC Math 1 or NC Math 1 Honors	NC Math 1 or NC Math 1 Honors	NC Math 1 or NC Math 1 Honors
	NC Math 2 or NC Math 2 Honors	NC Math 2 or NC Math 2 Honors	NC Math 2 Honors	NC Math 2 or NC Math 2 Honors	NC Math 2 or NC Math 2 Honors	NC Math 2 or NC Math 2 Honors
	NC Math 3 or NC Math 3 Honors	NC Math 3 or NC Math 3 Honors	Pre-Calculus	NC Math 3 or NC Math 3 Honors	NC Math 3 or NC Math 3 Honors	NC Math 3 or NC Math 3 Honors
	AP Computer Science Principles, approved CTE courses, or 4th math from UNC list	AP Computer Science Principles, approved CTE courses, or 4th math from UNC list	AP Statistics	4th Math: Pre-Calculus, Discrete Math, or AFM AP Calculus AB/BC AP Statistics	AP Computer Science Principles, approved CTE courses, or 4th math from UNC list	AP Computer Science Principles, approved CTE courses, or 4th math from UNC list
<b>Science</b>	Earth/Environmental Science or Earth/Environmental Science Honors	Earth/Environmental Science or Earth/Environmental Science Honors	Earth/Environmental Science Honors	Earth/Environmental Science or Earth/Environmental Science Honors	Earth/Environmental Science or Earth/Environmental Science Honors	Earth/Environmental Science or Earth/Environmental Science Honors
	Biology or Biology Honors	Biology or Biology Honors	Biology Honors	Biology or Biology Honors	Biology or Biology Honors	Biology or Biology Honors
	Chemistry or Chemistry Honors	Chemistry or Chemistry Honors	AP Chemistry	Chemistry or Chemistry Honors	Chemistry or Chemistry Honors	Chemistry or Chemistry Honors
			AP Physics	AP Chemistry	AP Chemistry	AP Chemistry
<b>Social Studies</b>	World History or World History Honors	World History or World History Honors	Civics and Economics Honors	World History or World History Honors	World History or World History Honors	World History or World History Honors
	Civics and Economics or Civics and Economics Honors	Civics and Economics or Civics and Economics Honors	AP World History	Civics and Economics or Civics and Economics Honors	Civics and Economics or Civics and Economics Honors	Civics and Economics or Civics and Economics Honors
	American History I or American History I Honors	American History I or American History I Honors	AP US History	AP US History	American History I or American History I Honors	American History I or American History I Honors
	American History II or American History II Honors	American History II or American History II Honors	AP Comparative Government	AP Government and Politics	American History II or American History II Honors	American History II or American History II Honors
<b>Global Languages</b>	(Recommended)	(Recommended)	Level 1 of any Global Language	Level 1 of any Global Language	Level 1 of any Global Language	(Recommended)
	Level 1 of any Global Language	Level 1 of any Global Language	Level 2 of the same Global Language	Level 2 of the same Global Language	Level 2 of the same Global Language	Level 1 of any Global Language
	Level 2 of the same Global Language	Level 2 of the same Global Language	Level 3 Honors of the same Global Language	Level 3 Honors of the same Global Language	Level 3 Honors of the same Global Language (recommended)	Level 2 of the same Global Language
			Level 4 Honors of the same Global Language	Level 4 Honors of the same Global Language	Level 4 Honors of the same Global Language (recommended)	Level 2 of the same Global Language
<b>Health and Physical Education</b>	Health and Physical Education I	Health and Physical Education I	AP/IB Level (recommended)	AP/IB Level (recommended)		
	CPR (if not completed in eighth grade)	CPR (if not completed in eighth grade)				

Content Area	During High School		Following High School			
	CTE Pathway	Associate Degree	4-year Ivy League School	UNC System Institution	Community College or Technical School	Career
<b>Career/Technology</b>	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence
<b>Arts Education</b>	(Recommended) Music, Dance, Theatre Arts, Visual Art: Beginning Intermediate Proficient Advanced	(Recommended) Music, Dance, Theatre Arts, Visual Art: Beginning Intermediate Proficient Advanced	(Recommended) Music, Dance, Theatre Arts, Visual Art: Intermediate Proficient Advanced 1 Advanced 2 AP Art or Music Theory	(Recommended) Music, Dance, Theatre Arts, Visual Art: Beginning Intermediate Proficient Advanced	(Recommended) Music, Dance, Theatre Arts, Visual Art: Beginning Intermediate Proficient Advanced	(Recommended) Music, Dance, Theatre Arts, Visual Art: Beginning Intermediate Proficient Advanced

### CTE Pathway Course Sequence Sample

	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
	<b>English</b>		English I or English I Honors	English II or English II Honors	English III or English III Honors
<b>Mathematics</b>	NC Math 1	NC Math 2 Honors	NC Math 3 Honors	4th Math: Precalculus, Discrete Math, AFM, or approved CTE course for 4th math credit	AP Computer Science Principles, approved CTE courses, or 4th math from UNC list
<b>Science</b>		Earth/Environmental Science or Earth/Environmental Science Honors	Biology or Biology Honors	Physical Science, Physical Science Honors, Chemistry, or Chemistry Honors	AP Chemistry, AP Biology AP Physics, or AP Environmental Science
<b>Social Studies</b>		World History or World History Honors	Civics and Economics or Honors	American History I or American History I Honors	American History II or American History II Honors
<b>Global Languages</b>		Global Language Level 1 (recommended)	Same Global Language Level 2 (recommended)	Same Global Language Level 3 (recommended)	
<b>Health and Physical Education</b>		Health and Physical Education I CPR (if not completed in eighth grade)			
<b>Career/Technology</b>		Business, Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	CTE Pathway Course 1 and CTE Pathway Course 2	CTE Pathway Course 3 and CTE Pathway Course 4	CTE Pathway Course 5 and CTE Pathway Course 6 or CCP Course
<b>Arts Education</b>	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Recording Engineering Beginning	(Recommended) Recording Engineering Intermediate	(Recommended) Recording Engineering Proficient	(Recommended) Recording Engineering Advanced

### Associate Degree During High School Course Sequence Sample

	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
	<b>English</b>		English I or English I Honors	English II or English II Honors	English III or English III Honors
<b>Mathematics</b>	NC Math 1	NC Math 2 Honors	NC Math 3 Honors	4th Math: Precalculus, Discrete Math, or AFM or CC equivalent math course	AP Computer Science Principles, approved CTE courses, or 4th math from UNC list
<b>Science</b>		Earth/Environmental Science or Earth/Environmental Science Honors	Biology or Biology Honors	Physical Science, Physical Science Honors, Chemistry, or Chemistry Honors	
<b>Social Studies</b>		World History or World History Honors	Civics and Economics or Honors	American History I or American History I Honors	American History II or American History II Honors
<b>Global Languages</b>		Global Language Level (recommended)	Same Global Language Level 2 (recommended)	Same Global Language Level 3 Honors (recommended)	
<b>Health and Physical Education</b>		Health and Physical Education I CPR (if not completed in eighth grade)			

## Associate Degree During High School Course Sequence Sample

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Career/Technology</b>	Middle School Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Grade 9 Please refer to CTE Pathway Course Sequence	Grade 10 Please refer to CTE Pathway Course Sequence	Grade 11 Please refer to CTE Pathway Course Sequence
<b>Arts Education</b>	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art (Beginning or Intermediate)	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art (Proficient or Advanced)	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art (Proficient or Advanced)

## 4-Year Ivy League School Course Sequence Sample

	Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b>	Middle School	Grade 9 English I Honors	Grade 10 English II Honors	Grade 11 AP English Language and Composition
<b>Mathematics</b>	NC Math 1 NC Math 2	NC Math 3 Honors	AP Statistics	AP Calculus AB/BC
<b>Science</b>		Earth/Environmental Science Honors	Biology Honors	AP Chemistry, AP Biology, AP Physics, AP Environmental Science, IB Biology, or IB Chemistry
<b>Social Studies</b>		AP World History	Civics and Economics, AP Psychology, or AP Human Geography	AP Comparative Government
<b>Global Languages</b>		Same Global Language Level 2	Same Global Language Level 3 Honors	AP Level (recommended)
<b>Health and Physical Education</b>		Health and Physical Education I CPR (if not completed in eighth grade)		
<b>Career/Technology</b>	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence
<b>Arts Education</b>	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art (Beginning or Intermediate)	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art (Intermediate or Proficient)	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art (Proficient or Advanced)

## UNC System Institution Course Sequence Sample

	Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b>	Middle School	Grade 9 English I or English I Honors	Grade 10 English II or English II Honors	Grade 11 English III Honors or AP Language and Composition
<b>Mathematics</b>	NC Math 1	NC Math 2 Honors	NC Math 3 Honors	AP Calculus AB/BC or AP Statistics
<b>Science</b>		Earth/Environmental Science or Earth/Environmental Science Honors	Biology or Biology Honors	AP Chemistry, AP Biology, AP Physics, or AP Environmental Science
<b>Social Studies</b>		World History Honors or AP World History	Civics and Economics or Honors	AP Human Geography, AP Government, AP Psychology, AP Comparative Government
<b>Global Languages</b>		Global Language Level 1	Same Global Language Level 2	Same Global Language Level 4 or AP/IB Level
<b>Health and Physical Education</b>		Health and Physical Education I CPR (if not completed in eighth grade)		
<b>Career/Technology</b>	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence

UNC System Institution Course Sequence Sample				
	Grade 9	Grade 10	Grade 11	Grade 12
<b>Arts Education</b>	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art
	(Beginning or Intermediate)	(Intermediate or Proficient)	(Proficient or Advanced)	(Proficient or Advanced)

Community College or Technical School Course Sequence Sample				
	Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b>	English I or English I Honors	English II or English II Honors	English III or English III Honors	English IV or English IV Honors
<b>Mathematics</b>	NC Math 1 or NC Math 1 Honors	NC Math 2 or NC Math 2 Honors	NC Math 3 or NC Math 3 Honors	AP Computer Science Principles, approved CTE courses, or 4th math from UNC list
<b>Science</b>	Earth/Environmental Science or Earth/Environmental Science Honors	Biology or Biology Honors	Physical Science, Physical Science Honors, Chemistry, or Chemistry Honors	AP Chemistry, AP Biology, AP Physics, or AP Environmental Science
<b>Social Studies</b>	World History or World History Honors	Civics and Economics or Civics and Economics Honors	American History I or American History I Honors	American History II or American History II Honors
<b>Global Languages</b>		Global Language Level 1 (recommended)	Same Global Language Level 2 (recommended)	Same Global Language Level 3 Honors (recommended)
<b>Health and Physical Education</b>	CPR	Health and Physical Education I CPR (if not completed in eighth grade)		
<b>Career/Technology</b>	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence
<b>Arts Education</b>	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art
	(Beginning or Intermediate)	(Intermediate or Proficient)	(Proficient or Advanced)	(Proficient or Advanced)

Career Course Sequence Sample				
	Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b>	English I or English I Honors	English II or English II Honors	English III or English III Honors	English IV or English IV Honors
<b>Mathematics</b>	NC Math 1 or NC Math 1 Honors	NC Math 2 or NC Math 2 Honors	NC Math 3 or NC Math 3 Honors	AP Computer Science Principles, approved CTE courses, or 4th math from UNC list
<b>Science</b>	Earth/Environmental Science or Earth/Environmental Science Honors	Biology or Biology Honors	Physical Science, Physical Science Honors, Chemistry, or Chemistry Honors	AP Chemistry, AP Biology, AP Physics, or AP Environmental Science
<b>Social Studies</b>	World History or World History Honors	Civics and Economics or Civics and Economics Honors	American History I or American History I Honors	American History II or American History II Honors
<b>Global Languages</b>		Global Language Level 1 (recommended)	Same Global Language Level 2 (recommended)	Same Global Language Level 3 Honors (recommended)
<b>Health and Physical Education</b>	CPR	Health and Physical Education I CPR (if not completed in eighth grade)		
<b>Career/Technology</b>	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence
<b>Arts Education</b>	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theatre Arts, Dance, or Visual Art
	(Beginning or Intermediate)	(Intermediate or Proficient)	(Proficient or Advanced)	(Proficient or Advanced)

## Course Information

### CREDIT BY DEMONSTRATED MASTERY

Credit by Demonstrated Mastery (CDM) is the process by which a school system can, based upon a body-of-evidence, award a student credit in a particular course. The CDM option was developed to provide an additional pathway for acceleration to students who have gained content knowledge through means other than traditional seat time. Thus, in order to attempt CDM, a student shall not have had seat time in the course in which they are attempting to test. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. CDM is a two-phase process that includes taking an assessment and completing an artifact or performance task. Should students succeed at CDM, they are awarded the credit for the course as a "Pass" on their transcripts; CDM credits do not impact GPA.

The CDM window occurs three times each academic year (summer, fall, and spring) and is available to all middle and high school students seeking credit for select high school courses taught in the district under SBoE policy CCRE-001, Section 8. For further information about CDM, see your school counselor or go to [www.gcsnc.com](http://www.gcsnc.com) and search for Credit by Demonstrated Mastery.

### HEALTH AND PHYSICAL EDUCATION

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The Healthful Living Education portions of the Essential Standards support and reinforce the goals and objectives of its two major components, health education and physical education. Fit, healthy students who are present and alert in school have a head start on academic performance.

### LANGUAGE ARTS

The English Language Arts Curriculum for grades six through eight uses a balanced literacy approach to teach the North Carolina Standard Course of Study in reading (including informational and literary texts), writing, language, speaking, and listening. The approach also incorporates technology and media, which are needed to communicate with clarity and purpose.

Sixth-grade students will use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules to speak and write effectively. The emphasis in sixth grade is on active engagement with texts. Students will

- read and analyze a wide range of literary and informational text (including structure, point of view, visual elements, and figurative language);

- identify key events or details to support textual analyses;
- distinguish when authors' claims are supported by evidence;
- engage in collaborative discussions;
- produce clear and coherent texts appropriate to task, purpose, and audience;
- use evidence from a variety of sources to support the purpose or conclusion of written pieces;
- acquire and use general academic language and domain-specific vocabulary; and
- use precise and concise language in written and spoken expression.

Seventh-grade students will use oral language, written language, and media and technology for expressive, informational, critical, and literary purposes. Students will also explore the structure of language and study grammatical rules to speak and write effectively. The emphasis in seventh grade is on establishing a higher level of communication skills and comprehension strategies. Students will

- connect ideas and information in multiple texts;
- analyze and evaluate textual evidence carefully;
- draw on evidence to support their claims and convey concepts and ideas;
- engage in collaborative discussions;
- acknowledge and analyze new information, modifying their own viewpoints based on new information;
- produce clear and coherent texts appropriate to task, purpose, and audience;
- acquire and use general academic language and domain-specific vocabulary; and
- use precise and concise language in written and spoken expression.

Eighth-grade students use oral language, written language, and media and technology for expressive, informational, critical, and literary purposes. They continue to refine their study of language and grammar to speak and write effectively. The emphasis in eighth grade is on developing a firm grasp of the skills required to be a literate person in the 21st century. Students will

- read and respond to significant works of literature;
- read critically the arguments and specific claims in a text;
- assess the reasoning of arguments and how conflicting evidence and viewpoints are addressed;
- produce clear and coherent texts appropriate to task, purpose, and audience;
- draw evidence from literary and informational texts when writing analyses or short research projects;
- engage in collaborative discussions;
- acquire and use general academic language and domain-specific vocabulary; and



- use precise and concise language in written and spoken expression.

## SOCIAL STUDIES

Social studies is the integrated study of the social sciences and humanities to promote effective citizenry. The Social Studies Essential Standards provide students with a consistent framework for studying and analyzing specific grade level content based on the following strands:

- History
- Geography and Environmental Literacy
- Economics and Financial Literacy
- Civics and Government

Based on Public School Law G.S. 115C-81, social studies courses must encompass the teaching of Americanism, the governments of North Carolina and the United States, and the free-enterprise system, including its history, theory, foundation and the manner in which it is practiced. The statute also requires local boards of education to provide for teaching “the nation’s founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.”

Moreover, as of 2001, this statute requires one yearlong course in middle school regarding North Carolina history, specifies the inclusion of various racial and ethnic groups’ contributions to the development and diversity of the state, and strongly encourages components in civic and citizenship education. Examples of such components are touring local government facilities, choosing and analyzing community problems and offering public policy recommendations, and providing information for community involvement.

6th GRADE	7th GRADE	8th GRADE
<b>SOCIAL STUDIES 6</b> Integrated World Studies I: Development of Civilizations	<b>SOCIAL STUDIES 7</b> Integrated World Study II: Modern Era	<b>SOCIAL STUDIES 8</b> NC and American History

## SCIENCE

The Science Essential Standards, a state-adopted curriculum, began implementation in the 2012–2013 school year and provide a framework for students to develop scientific literacy. The standards provide Clarifying Objectives for Life, Earth, and Physical science in middle grades.

Science as Inquiry, a critical component of middle grades science courses, emphasizes scientific inquiry to develop an understanding of science concepts throughout the Essential Standards. Students participate in scientific investigations to promote logical reasoning and develop science process skills. Inquiry-based scientific investigations in grades six, seven, and eight support and expand students’ understanding of the Science Essential Standards and Clarifying Objectives.

The goal of GCS Middle School Science is to create an atmosphere where students gain an enduring interest in science and develop necessary scientific knowledge and process skills to experience success in high school science courses and to be college and career ready.

## MATHEMATICS

Middle school math classes follow the standards outlined in the North Carolina Standard Course of Study. These standards are meant to be enduring, rigorous, and relevant, reflecting the knowledge and skills our students need to be college and career ready.

The standards

- are aligned with college and career expectations,
- are clear, understandable and consistent,
- include rigorous content and application of knowledge through higher-order skills,
- prepare students to succeed in our global economy and society, and
- are evidence- and research-based.

# Course Sequencing for 6-12 Mathematics

Current grade level (2019-20)	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
5th Grade	Math 5	Math 6	Math 7	Math 8	NC Math 1	NC Math 2	NC Math 3	4th Math
		Accelerated 6	Accelerated 7	NC Math 1	NC Math 2	NC Math 3	4th Math	5th Math
		AIMM	NC Math 1	NC Math 2	NC Math 3	4th Math	5th Math	6th Math
6th Grade	Math 6	Math 7	Math 8	NC Math 1	NC Math 2	NC Math 3	4th Math	
	Accelerated 6	Accelerated 7	NC Math 1	NC Math 2	NC Math 3	4th Math	5th Math	
	AIMM	NC Math 1	NC Math 2	NC Math 3	4th Math	5th Math	6th Math	
7th Grade	Math 7	Math 8	NC Math 1	NC Math 2	NC Math 3	4th Math	X	
	Accelerated 7	Accelerated 8	NC Math 1	NC Math 2	NC Math 3	4th Math	X	
		NC Math 1	NC Math 2	NC Math 3	4th Math	4th Math	4th Math	X
	NC Math 1	NC Math 2	NC Math 3	4th Math	5th Math	5th Math	X	
8th Grade	Math 8	NC Math 1	NC Math 2	NC Math 3	4th Math	X		
	Accelerated 8	NC Math 1	NC Math 2	NC Math 3	4th Math	X		
	NC Math 1	NC Math 2	NC Math 3	4th Math	5th Math	X		
	NC Math 2	NC Math 3	4th Math	5th Math	6th Math	X		
9th Grade	NC Math 1	NC Math 2	NC Math 3	4th Math	X	X		
	NC Math 2	NC Math 3	4th Math	5th Math	X	X		
	NC Math 3	4th Math	5th Math	6th Math	X	X		
10th Grade	NC Math 2	NC Math 3	4th Math	X	X	X		
	NC Math 3	4th Math	5th Math	X	X	X		
	4th Math	5th Math	6th Math	X	X	X		
11th Grade	NC Math 3	4th Math	X	X	X	X		
	4th Math	5th Math	X	X	X	X		
	5th Math	6th Math	X	X	X	X		
4th mathematics course is to be aligned with the student's after-high-school plans. The list below does not include all courses that are offered in Guilford County high schools. This is a list of the courses that are accepted by the UNC General Administration for admission to UNC institutions:					NC Math 4 Precalculus AP Calculus BC*	Discrete Mathematics for Computer Science AP Statistics AP Calculus AB * *Precalculus is a prerequisite for AP Calculus.		

Note: The expectation is that all students will complete NC Math 1, NC Math 2, NC Math 3, and one beyond to meet the graduation requirement of four math credits.

NC Math 1, NC Math 2, NC Math 3, NC Math 4, and Advanced Functions and Modeling, and Discrete Mathematics are offered as standard or honors courses.

Support courses that may be used to ensure student success in the required mathematics courses:

- ▶ Foundations of NC Math 1 supports NC Math 1.
- ▶ Foundations of NC Math 2 supports NC Math 2.

## JROTC

Once students complete middle school and transition to high school, they may choose to participate in the Junior Reserve Officers' Training Corps (JROTC). Parents of interested students whose assigned school does not have a JROTC program may apply to the GCS Magnet and Choice Department. Under this provision, Transportation is available for Magnet and Choice Schools JROTC programs. Please note that students may not apply for a JROTC program if their zoned attendance high school offers JROTC program. Students who are reassigned to participate in JROTC must enroll in JROTC classes each year in order to remain at the school. Please contact the Magnet and Choice Schools Office for additional information.

## Virtual Learning Options

### APEX LEARNING VIRTUAL SCHOOL (ALVS)

### NORTH CAROLINA VIRTUAL PUBLIC SCHOOL (NCVPS)

ALVS and NCVPS provide students with expanded academic options by offering online courses to GCS students.

Middle school students may earn high school credit for a limited number of courses approved under North Carolina State Board of Education Policy CCRE001. Courses taken by middle school students in grades 6-8 will not be calculated in their high school grade point average (GPA). Courses taken during the summer following the student's 8th grade year will be calculated in their high school GPA.

High school content areas in which students may take courses are:

- English
- Math
- Science
- Social Studies
- Global Languages

A list of available courses can be found on the GCS Blended Learning Department website: [www.gcsnc.com--> Departments--> Blended Learning--> Virtual Learning](http://www.gcsnc.com--> Departments--> Blended Learning--> Virtual Learning).

For more information about online courses, contact your school's counseling office or the GCS Blended Learning Department at 336-334-0090.

## CTE Concentrator

Whether they are planning to enter the workforce before or after college, all students benefit from both a strong academic foundation and specialized technical skills in today's world. CTE course sequences may be combined with required academic courses to assist students as they prepare for two- and four-year degree programs or going directly to work. CTE course sequences are developed in collaboration with business and industry partners and reflect trends in current and emerging career fields and the need for lifelong learning.

## CTE's WHY

CTE prepares all students for high skill, high wage or in-demand careers. The experience begins with inspiration in Pre-K, awareness in elementary school, exploration in middle school and preparation in high school. CTE equips students for post-secondary education and immediate employment opportunities to successfully compete worldwide. Taking CTE courses in middle school allows students to explore a variety of industry areas to help determine potential careers. Students will be better equipped to develop an individualized high school plan that will prepare them for career goals and the postsecondary education needed to help them reach them. CTE Pathways in high school provide students with the knowledge they need to make educated choices about career goals and any postsecondary education need to reach them. High School CTE Pathway can provide them with an opportunity to earn industry-recognized credentials and articulated community college credit and participate in a work-based learning experience (apprenticeship, cooperative education, job shadow, or internship).

Students who elect to pursue a CTE concentration in high school must earn at least three CTE credits in a specific pathway contained in a Career Cluster by enrolling in sequential order. High school CTE pathways can provide students with an opportunity to earn industry-recognized credentials, articulated community college credit, and participate in a work-based learning experience (apprenticeship, cooperative education, job shadow, or internship). CTE pathways are developed in collaboration with business and industry partners and reflect the trends in current and emerging careers and the need for CTE lifelong learning. Students should work with their parents, counselors, and teachers to identify their interests, abilities, talents and by researching the careers today, tomorrow and beyond (apprenticeship, cooperative education, job shadow, or internship).

Taking CTE courses in middle school allows students to explore a variety of industry areas to help determine potential careers. Students will be better equipped to develop an individualized high school plan that will prepare them for career goals and the postsecondary education needed to help them reach them.

## CFNC.org

College Foundation of North Carolina (CFNC) is a comprehensive, free information service provided by North Carolina to help families plan, apply, and pay for college. The goal of CFNC is to help every student in the state prepare successfully for education beyond high school and find the best financial aid alternatives. Resources and information on careers, more than 100 NC colleges, college admission, scholarships, grants, and other financial assistance are available online at [www.CFNC.org](http://www.CFNC.org) or by calling toll free 866-866-CFNC. High school students and their parents are encouraged to take advantage of this service, and GCS counselors are trained to assist them. CFNC is made available by College Foundation, Inc., the North Carolina State Education Assistance Authority, and Pathways, a partnership that includes the State Department of Public Instruction, the North Carolina Community College System, the North Carolina Independent Colleges and Universities, and the University of North Carolina System.

## Course Descriptions

### Grade 6

#### LANGUAGE ARTS

##### Language Arts 6

Year

This class continues the development of word analysis, vocabulary development, reading comprehension, listening, speaking, and study skills. Students will read literary and informational texts from a variety of genres, subjects, authors, and styles with increasing complexity throughout the year.

Students will learn the foundations of argument and how to recognize effective arguments by distinguishing claims that are supported by reasons and evidence from claims that are not. Students will analyze a variety of texts by comparing and contrasting works in terms of their approaches to similar themes or topics. Students will edit their work for sentence formation, usage, mechanics, and spelling.

Students who are identified as eligible for AG services in English/Language Arts should be enrolled in advanced sections. This course addresses grade-level objectives with greater depth using more complex texts. Students are required to use advanced written and oral communication skills while honing higher-level critical-thinking skills. A faster pace allows time for exposure to a greater number and variety of high-level texts and extensions into above grade-level objectives.

##### Reading Lab

Year

This course is a strategic reading-intervention program designed to meet the needs of students who are reading below grade level. It addresses individual student needs by focusing on decoding skills, vocabulary, reading fluency, and/or reading comprehension.

##### Literacy Skills

Year

This course is designed to meet the needs of individual 6th–8th-grade students in developing 21st-century literacy skills. Based on assessment, students may learn about topics including but not limited to decoding skills, fluency, comprehension, media literacy, or information literacy.

#### MATHEMATICS

##### Math 6

Year

Students will develop concepts and skills outlined in the 6th-grade North Carolina Standard Course of Study. Instructional time will focus on four critical areas: (1) connecting ratio and rate to whole-number multiplication and division using concepts of ratio and rate to solve problems; (2) completing students' understanding of division of fractions and extending the notion of number to the

system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing students' understanding of statistical thinking.

##### Accelerated Math 6

Year

Students will develop concepts and skills outlined in the 6th-grade North Carolina Standard Course of Study. This course differs from the Math 6 course in that it contains additional content from 7th grade. Compared with the non-accelerated course, the additional content demands a faster pace for instruction and learning. Instructional time will focus on the four 6th-grade critical areas: (1) connecting ratio and rate to whole number multiplication and division using concepts of ratio and rate to solve problems; (2) completing students' understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing students' understanding of statistical thinking. Students will also extend their knowledge of proportional reasoning, statistics, and operations with rational numbers.

##### AIMM

Year

AIMM (Accelerated Integration of Middle Math) is a rigorous course for students to develop concepts and skills outlined in the 6th-, 7th-, and 8th- grade North Carolina Standard Course of Study. Students will be challenged to solve complex, relevant, real-world problems in a highly accelerated mathematics learning environment. This course is designed to prepare students for NC Math 1.

#### SCIENCE

##### Science 6

Year

Sixth-grade science is a combination of life, physical, and earth science Essential Standards.

The following units of study are taught through the process of scientific inquiry:

- Matter: Atoms & Changes in Matter
- Energy: Conservation and Transfer of Thermal and Electromagnetic Energy
- Energy: Properties of Waves, Including Light Waves and Sound Waves
- Earth Systems, Structures, and Processes
- Structure and Function of Living Organisms (Plants)
- Ecosystems: Flow of Energy & Biomes
- Earth's Place in the Solar System

## SOCIAL STUDIES

### Social Studies 6

Year

Students will undertake their first formal study of the world. Sixth graders will continue to expand on the knowledge, skills, and understandings acquired in fourth and fifth grade, focusing heavily on the discipline of geography by using the themes of location, place, movement, human–environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from human beginnings to the European Age of Exploration. Using the lens of change and continuity, students will systematically examine the histories and cultures of various world regions, including the development of economic, political, and social systems. They will learn and practice historical-thinking skills, including constructing and interpreting historical narratives and using disciplinary-specific reading skills to analyze primary and secondary source documents.

## HEALTH AND PHYSICAL EDUCATION

### Health/Physical Education 6

Year

The health-education component of this course provides students with information and skills that will enable them to employ a variety of structured thinking processes to solve problems and make decisions. The course also focuses on helping students understand the important health risks for their age group and learn to appraise their own health statuses, healthful behaviors, and potential for health risks.

The physical-education component of this course provides a physical-activity program that stresses the skills necessary for participation in a variety of team, dual, and individual lifetime activities. Students will be able to assess their fitness statuses.

## Grade 7

## LANGUAGE ARTS

### Language Arts 7

Year

This class continues to provide developmental instruction in reading, writing, word study, speaking, and listening. Students will develop their ability to read literary texts with complex characters, settings, and episodes. They will be taught to recognize how authors' use of form or structure contributes to texts' overall meanings. Students will continue to build on the foundation of argument by reading and writing argumentative works. They will examine how writers use logical reasoning and relevant evidence to support claims. Students will also refine their skills to write informational texts that examine a topic and convey ideas, concepts, and information through the analysis of content. They will edit their work for sentence formation, usage, and mechanics.

Students who are identified as eligible for AG services in English/Language Arts should be enrolled in advanced sections. This course addresses grade-level objectives with greater depth using more complex texts. Students are required to use advanced written and oral communication skills while honing higher-level critical-thinking skills. A faster pace allows time for exposure to a greater number and variety of high-level texts and extensions into above grade-level objectives.

### Reading Lab

Year

This course is a strategic reading-intervention program designed to meet the needs of students who are reading below grade level. It addresses individual student needs by focusing on decoding skills, vocabulary, reading fluency, and/or reading comprehension.

### Literacy Skills

Year

This course is designed to meet the needs of individual 6th–8th-grade students in developing 21st-century literacy skills. Based on assessment, students may be learning about topics including, but not limited to, decoding skills, fluency, comprehension, media literacy, or information literacy.

## MATHEMATICS

### Math 7

Year

Students will develop concepts and skills outlined in the 7th-grade Standard Course of Study. Instruction will focus on four critical areas: (1) developing an understanding of and applying proportional relationships; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and

three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

### **Accelerated Math 7**

Year

Students will develop concepts and skills outlined in the 7th-grade North Carolina Standard Course of Study. This course differs from the Math 7 course in that it contains additional content from 8th grade. Compared with the non-accelerated course, the additional content demands a faster pace for instruction and learning. Content is organized into four critical areas: (1) Students will continue developing a unified understanding of numbers, recognizing fractions, decimals, and percents as different representations of rational numbers. They will apply this understanding to formulate expressions and equations to solve problems. (2) Students will use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. (3) Students will understand the concept of a function and use functions to describe quantitative relationships. (4) Students will continue their work with area from 6th grade, solving real-world and mathematical problems involving area, surface area, and volume.

### **NC Math 1**

Year

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics, and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data. This course differs from high school NC Math 1 in that it contains additional content from 7th and 8th grade. This additional content demands a faster pace for instruction and learning.

## **SCIENCE**

### **Science 7**

Year

Students will continue to develop scientific literacy and process skills outlined in the NC Essential Science Standards.

The following units of study are taught through the process of scientific inquiry:

- Atmospheric Properties and Weather
- Forces, Motion, and Energy: Laws of Motion
- Forces, Motion, and Energy: Simple Machines, Energy Conservation, & Transfer
- Cells: Structures, Function, and Single-Celled Organisms
- Genetics
- Systems of the Human Body: Hierarchical Organization
- Systems of the Human Body: Body Systems

## **SOCIAL STUDIES**

### **Social Studies 7**

Year

### **Social Studies 7**

Semester

Students will study the world from the European Age of Exploration to contemporary times to understand the implications of increased global interactions. Seventh graders will continue to focus on the discipline of geography by using the themes of location, place, movement, human–environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the Great Global Convergence (1400–1800) to the present. This course will guide students through patterns of change and continuity, focusing on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs, and human interactions with the environment in different historical contexts. Seventh graders will continue to learn and practice historical-thinking skills, including constructing and interpreting historical narratives and using disciplinary-specific reading skills to analyze primary and secondary source documents.

## **HEALTH AND PHYSICAL EDUCATION**

### **Health/Physical Education 7**

Year

The health-education component of this course provides students with information and skills that will enable them to employ a variety of structured thinking processes to solve problems and make decisions.

Additionally, this course focuses on helping students understand the important health risks for their age group and learn to understand the potential for health risks.

The physical-education component provides a continued physical-activity program that stresses movement concepts and patterns as well as the skills necessary for participation in a variety of team, dual, and individual lifetime activities. Students will develop abilities to function in group activities. Lifetime physical activity and fitness is emphasized.

## Grade 8

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### LANGUAGE ARTS

#### Language Arts 8

Year

This class continues to emphasize reading and writing as a complete process and focuses on listening and speaking. Students will read literary texts with complex characters and episodes as well as informational and practical materials with complex vocabulary, concepts, and formats. Students will evaluate argumentative works with more sophistication through instruction that focuses on assessing for sound reasoning and relevant and sufficient evidence. Students will also recognize when irrelevant evidence is introduced. They will write argumentative pieces that have a coherent, logical, and organized structure. Their work will provide sufficient elaborated reasons to support a position and distinguish their claims from alternative and opposing claims. Students will also create informational works that develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, and other examples. Students will edit their work for sentence formation, usage, and mechanics.

Students who are identified as eligible for AG services in English/Language Arts should be enrolled in advanced sections. This course addresses grade-level objectives with greater depth using more complex texts. Students are required to use advanced written and oral communication skills while honing higher-level critical-thinking skills. A faster pace allows time for exposure to a greater number and variety of high-level texts and extensions into above grade-level objectives.

#### Reading Lab

Year

This course is a strategic reading-intervention program designed to meet the needs of students who are reading below grade level. It addresses individual student needs by focusing on decoding skills, vocabulary, reading fluency, and/or reading comprehension.

#### Literacy Skills

Year

This course is designed to meet the needs of individual 6th–8th-grade students in developing 21st-century literacy skills. Based on assessment, students may be learning about topics including, but not limited to, decoding skills, fluency, comprehension, media literacy, or information literacy.

### MATHEMATICS

#### Math 8

Year

Students will develop concepts and skills outlined in the North Carolina Standard Course of Study. Instruction will be focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional spaces and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean theorem.

#### NC Math 1

Year

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, numbers and operations, statistics, and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data. This course differs from high school NC Math 1 in that it contains additional content from 8th grade. This additional content demands a faster pace for instruction and learning.

#### NC Math 2

Year

##### Prerequisite: NC Math 1

NC Math 2 is a required course for the Future Ready Core Diploma. It continues a progression of the standards established in NC Math 1. In addition to these standards, NC Math 2 includes polynomials, congruence and similarity of figures, right-triangle trigonometry, transformation geometry, and usage of geometric reasoning to prove theorems. NC Math 2 will extend the work of middle school probability to develop an understanding of conditional probability, including rules of probability, to determine probabilities of compound events.

#### Accelerated Math 8

Year

Students will develop concepts and skills outlined in the 8th-grade North Carolina Standard Course of Study. This course differs from Math 8 in that it includes exposure to a limited number of Math I standards. Instruction will be focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional spaces and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean theorem.

**SCIENCE****Science 8**Year

Students will continue to develop scientific literacy and process skills outlined in the NC Essential Science Standards.

The following units of study are taught through the process of scientific inquiry:

- Earth's History: Fossils, Geological Time, and Geologic Layers
- Earth's Waters: Properties, Distribution, Ecosystems, Quality, and Human Impact
- Ecosystems: Biotic and Abiotic Factors, Interactions, Flow of Energy, and Cycling of Matter
- Evolution and Genetics: Biological Evolution and Adaptations
- Microbiology: Microbes, Pathogens, and Disease
- Molecular Biology/Biotechnology: Cell Structure and Energy, Body Health, and Biotechnology
- Matter: Properties, Changes, Structure, Periodic Table, Conservation of Mass, and Chemical Equations
- Energy: Energy Use, Depletion of Resources, and Renewable and Nonrenewable Resources

**SOCIAL STUDIES****Social Studies 8**Year

Students in eighth grade will study the development of the United States with a focus on North Carolina. In this course, the social studies strands of history, geography, environmental literacy, civics and government, and culture are woven into a chronological history of North Carolina and the United States, allowing students to examine state and local history in a broader American context. This integrated approach helps develop the skills and knowledge essential to responsible, informed citizenship. This course will serve as a stepping stone for more intensive study in high school, and students will continue to develop historical skills, including constructing and interpreting historical narratives and using disciplinary-specific reading skills to analyze primary and secondary source documents.

**HEALTH AND PHYSICAL EDUCATION****Health/Physical Education 8**Year

The health-education component of this course provides students with information and skills that will enable them to employ a variety of structured thinking processes to solve problems and make decisions. Students will be taught the Heimlich maneuver and pass the skills test of CPR (a high school graduation requirement). Students will be made aware of important health risks for their age group. They will be able to appraise their own health statuses, health behaviors, and potential for health risks.

The physical-education component provides a continued program that stresses a

variety of body-management skills necessary for participation in numerous team, dual, and individual lifetime activities. The course emphasizes activity and fitness for lifelong wellness.

**Arts Education****Art 6**Year

This course is open to sixth-grade students interested in exploring basic art techniques and media. It emphasizes principles of design, along with opportunities for enhancing critical-thinking and writing skills.

**Theater 6**Year/Semester

Designed as a survey course in the fundamentals of theater/drama: acting, improvisations, termination, history, and the philosophy of theater. There will be some play production. The course is open to sixth-grade students at schools with theater programs.

**Dance 6**Year/Semester

This course is designed as a survey of the fundamentals of dance. Students will engage in physical dance activities designed to complete a foundation of dance, including performance and history. Primarily, students will engage in modern dance, but they will explore other techniques. The course is offered to sixth-grade students at schools with a dance program.

**Band 6**Year

This course is open to all sixth-grade students with strong interest. Students will receive instruction on fundamentals through group and individualized lessons. The groups are involved with performances throughout the school year. Except for large and/or expensive instruments, parents must secure instruments for their children.

**Orchestra 6**Year

This course is open to all sixth-grade students with strong interest. Students will receive instruction on fundamentals of string production through individualized and group lessons. The groups are involved in performances throughout the school year. While limited instruments are available, parents are encouraged to secure instruments for their children.

**Chorus 6**Year

This course is open to all interested sixth graders. Students will begin a more in-depth study of vocal technique and choral literature. They will be encouraged to participate in local, regional, and statewide festivals. Groups are involved in performance-related activities throughout the school year.

**Band 7**Year

This is a course in which students will continue to build on skills taught in Band 6. Previous experience is preferred. The musical literature, techniques,



and concepts studied reflect an intermediate level. Students will be encouraged to participate in local, regional, and statewide festivals. Groups are involved in performance-related activities throughout the school year. Except for large and/or expensive instruments, parents must secure instruments for their children.

**Orchestra 7** Year

This is a course in which students will continue to build on skills taught in the sixth grade. Previous experience is preferred. The musical literature, techniques, and concepts studied reflect an intermediate level. Students will be encouraged to participate in local, regional, and statewide festivals. Groups are involved in performance-related activities throughout the school year. Except for large and/or expensive instruments, parents are encouraged to secure instruments for their children.

**Chorus 7** Year

This course is open to all interested seventh graders. Students will begin a more in-depth study of vocal technique and choral literature. They will be encouraged to participate in local, regional, and statewide festivals. Groups are involved in performance-related activities throughout the school year.

**Art 7** Semester

This course is open to seventh-grade students interested in exploring basic art techniques and media. It emphasizes elements and principles of design, along with opportunities for enhancing critical-thinking and writing skills.

**Art 7** Year

The yearlong course is designed for seventh-grade students who have a strong interest in art. They will focus on elements and principles of design. Students will be encouraged to explore a variety of activities designed to stimulate active participation in the creative process through verbal, written, and visual communication.

**Theatre 7** Year/Semester

The course is designed to continue building on acting skills, play production, improvisation, the history and philosophy of theater, and costuming. It is open to seventh-grade students in schools with theater programs.

**Dance 7** Year/Semester

Students will continue building on content learned in sixth grade while engaging in physical dance activities designed to complete a foundation of dance, including performance and history. Primarily, students will engage in modern dance but will explore other techniques. The course is offered to seventh-grade students at schools with a dance program.

**Band 8** Year

This class is open to all eighth-grade students with previous band experience. Students will begin a more advanced study of music, concepts, and literature.

Students will be encouraged to participate in local, regional, and statewide festivals. Groups are involved in performance-related activities throughout the school year. Except for large and/or expensive instruments, parents must secure instruments for their children.

**Orchestra 8** Year

This course is open to all eighth-grade students with previous string experience. Students will begin a more advanced study of music, concepts, and literature. They will be encouraged to participate in local, regional, and statewide festivals. Groups are involved in performance-related activities throughout the school year. Except for large and/or expensive instruments, parents must secure instruments for their children.

**Chorus 8** Year

This course is open to all eighth-grade students with strong interest. Students will begin a more advanced study of music, vocal concepts, and literature. They will be encouraged to participate in local, regional, and statewide festivals. Groups are involved in performance-related activities throughout the school year.

**Art 8** Semester

This course is open to all interested eighth-grade students. The major focus will be on individual exploratory involvement. The course emphasizes elements and principles of design, along with opportunities for enhancing critical-thinking and writing skills.

**Art 8** Year

This course is open to eighth-grade students who have a strong interest in art. It is recommended but not required that they successfully complete seventh-grade art before enrolling. These students will develop a more extensive understanding of the elements and principles of design. As a means of assessment, writing explorations stressing art history, skill development, aesthetics, and procedures will be implemented.

**Theatre 8** Year/Semester

This course provides an opportunity to refine theater fundamentals. Students will be involved in play production and other fundamentals. It is open to eighth-grade students with theatre programs in their schools.

**Dance 8** Year/Semester

Students will continue building on content learned in seventh grade while engaging in physical dance activities designed to complete a foundation of dance, including performance and history. Primarily, students will engage in modern dance, but they will explore other techniques. The course is offered to to eighth-grade students at schools with a dance program.

## Career and Technical Education

CTE in middle school provides students the opportunity to explore three program areas: Business and Marketing; Family and Consumer Sciences; and Technology, Engineering & Design. Students can then make more appropriate choices in their high school course selections.

Below is a suggested course sequence for middle grade students interested in CTE Pathways that lead to high school Career Clusters.

	6th Grade	7th Grade		8th Grade	High School Career Cluster
<b>Business</b>	Computer Skills and Applications	Introduction to Office Productivity		Exploring Business and Entrepreneurship	-Business Management and Administration -Finance -Marketing
<b>Computer Science</b>	Computer Science Discoveries I	Computer Science Discoveries II		Computer Science Discoveries III	-Arts, A/V Technology, and Communications -Information Technology -Science, Technology, Engineering, & Math
<b>Family and Consumer Sciences</b>	Exploring Nutrition and Wellness	Exploring Apparel and Interior Design		Exploring Personal Finance and Hospitality	-Agriculture, Food, and Natural Resources -Architecture and Construction -Finance -Health Science -Hospitality and Tourism -Human Services
<b>Technology, Engineering, &amp; Design</b>	Exploring Technology	Exploring Engineering and Design		Exploring Technological Systems and/or Exploring Aviation Technology	-Architecture and Construction -Arts, A/V Technology, and Communications -Information Technology -Manufacturing -Science, Technology, Engineering, & Math -Transportation, Distribution, and Logistics
<b>Project Lead the Way</b>	6th-Grade Gateway to Technology	7th-Grade Gateway to Technology		8th-Grade Gateway to Technology	-Architecture and Construction -Arts, A/V Technology, and Communications -Health Sciences -Information Technology -Manufacturing -Science, Technology, Engineering, & Math -Transportation, Distribution, and Logistics

## 6th Grade

### Computer Skills and Applications

Semester

Grade Level: 6

This course is foundational in its approach to ensuring that students gain the knowledge they need to use computers efficiently. They also focus on word-processing concepts including document formatting of letters, memos, tables, and reports. With Future Business Leaders of America (FBLA), students will expand their understanding of the business world through a number of cocurricular educational programs. Students will take part in job-shadow programs, American enterprise projects, and community-service activities.

### Exploring Nutrition and Wellness

Semester

Grade Level: 6

Students will have an opportunity to learn more about making healthy food choices, understand the basic foundations of good nutrition, and develop knowledge and skills using classroom kitchens as they work to prepare healthy foods. Family, Career, and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through Family and Consumer Sciences Education. Participation in national programs and chapter activities helps members become strong leaders in their families, careers, and communities.

### PLTW Gateway to Technology

Semester

Grade Level: 6

Middle school students will engage their natural curiosity and imagination in this course through creative problem-solving. Students will apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They will work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using industry design software, students will create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. They will also trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will utilize robotics to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. This course provides a strong foundation for further science, technology, engineering, and math (STEM) learning in high school and beyond, challenging students to solve real-world issues. **This course is offered at Eastern Middle School and Welborn Academy only.**

### Career Exploration

Semester

Grade Level: 6

This course provides an orientation to the world-of-work, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Team and whole class modules with hands-on

activities help students identify careers of interest and develop employability skills that will serve them in further education and the workplace. This is a semester-length course with the common goal to provide opportunities for students to learn about career and education pathways and to build employability skills. Emphasis is placed on self-awareness, understanding the world-of-work, and the career planning process.

### Computer Science Discoveries I

Semester

Grade Level: 6

Students will learn to create computer programs that will help them collaborate with others, develop problem-solving skills, and persist through difficult tasks. They will study programming concepts, computational thinking, and digital citizenship, and they will develop interactive games or stories they can share. The course teaches the foundational concepts of programming.

### Exploring Technology

Semester

Grade Level: 6

In this course, students will investigate how products can be improved and invented based on the current need to solve problems. Through engaging activities and hands-on projects, students will focus on understanding system design and various manufacturing technologies; and how technology can impact society, the environment, and the economy, as well as utilize engineering design concepts such as computer-aided design and other communication technologies to brainstorm and analyze solutions to technological problems. They will examine how criteria, constraints, and processes affect designs. The course emphasizes brainstorming, visualizing, modeling, testing, and refining designs. Students will develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

## 7th Grade

### Introduction to Office Productivity

Semester

Grade Level: 7

This course will cover the basics of Computer Skills and Applications. Students will learn invaluable skills they will use for a lifetime. They will learn advanced word processing, basic spreadsheets, and how to use presentation software and techniques to create professional presentations. With Future Business Leaders of America (FBLA), middle school students will expand their understanding of the business world through a number of cocurricular educational programs. Students will take part in job-shadow programs, American enterprise projects, and community-service activities.

**Exploring Apparel and Interior Design****Semester**Grade Level: 7

Family & Consumer Sciences continue to be an important part of everyone's education and maturation. Students will focus on developing a foundation for the application of life-management skills which include problem-solving, decision making, interpersonal relationships, and communication. Interactive programs and hands-on activities will assist students with the exploration of apparel and design and consumer education and careers in these areas. Family, Career and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through Family and Consumer Sciences Education. Participation in national programs and chapter activities helps members become strong leaders in their families, careers, and communities.

**PLTW Gateway to Technology****Semester**Grade Level: 7

Students will engage their natural curiosity and imagination in this course through creative problem-solving. They will apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Students will work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using industry design software, they will create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. Students will also trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will utilize robotics to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. This course provides a strong foundation for further STEM learning in high school and beyond, challenging students to solve real-world issues.

**This course is offered at Eastern Middle School and Welborn Academy only.**

**Exploring Engineering and Design****Semester**Grade Level: 7

This course focuses on applying the design process in the invention or innovation of a new product, process, or system. Through engaging activities and hands-on projects, students will focus on understanding how criteria, constraints, and processes affect designs. The course emphasizes brainstorming, visualizing, modeling, testing, and refining designs. Students will develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

**Career Exploration****Semester**Grade Level: 7

This course is continuation from grade 6 into the world-of-work, and leadership activities that provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Team and whole class modules with hands-on activities help students identify careers of interest and develop employability skills that will serve them in further education and the workplace. This is a semester-length course with the common goal to provide opportunities for students to learn about career and education pathways and to build employability skills. Emphasis is placed on self-awareness, understanding the world-of-work, and the career planning process.

**Computer Science Discoveries II****Semester**Grade Level: 7

This is the first of a two-course sequence. Students will explore the problem-solving process and different ways humans and computers solve problems. They will discover the languages powering the internet while building websites. In addition, students will learn the powerful constructs underlying programming languages. They will complete projects building interactive animations and games in JavaScript.

**8th Grade****Office Productivity Applications****Semester**Grade Level: 8

This course will introduce students to the basics of business, marketing, and entrepreneurship. Throughout the course, students will gain awareness of career opportunities and practice completing business tasks. They will prepare for the world of business by studying the nature of business, economics, and entrepreneurship, business procedures, requirements for employment, and developing leadership and team-building skills. With Future Business Leaders of America (FBLA), middle school students will expand their understanding of the business world through a number of cocurricular educational programs. Students will take part in job-shadow programs, American enterprise projects, and community service activities.

**Exploring Personal Finance and Hospitality****Semester**Grade Level: 8

Continue the study of Family & Consumer Sciences by focusing on developing additional skills in personal finance and resource management, problem-solving, and decision-making. Interactive programs and hands-on activities will introduce students to how finances work and what it means to manage resources. Family, Career and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through Family and Consumer Sciences Education. Participation in national programs and chapter

activities helps members become strong leaders in their families, careers, and communities.

### Exploring Aviation Technology

Semester

Grade Level: 8

The course focuses on aeronautical careers, including but not limited to pilot, engineer, airframe and power plant (A&P) technician, avionics technician, and flight service (meteorology). Lessons are taught through a hands-on, investigative, project-based learning style. Students will design, build, test, and refine their ideas, research and report, and experience flight simulation. Aviation basics are taught through engaging science, technology, engineering, and mathematics (STEM) activities. Work-force readiness experiences and the soft skills needed for aeronautical careers are included, such as safety, leadership, team-building and communication, collaboration, taking responsibility, and paying attention to details.

### PLTW Gateway to Technology

Semester

Grade Level: 8

Students will engage their natural curiosity and imagination in this course through creative problem-solving. They will apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Students will work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using industry design software, students will create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. They will also trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will utilize robotics to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. This course provides a strong foundation for further Science, Technology, Engineering and Math (STEM) learning in high school and beyond, challenging students to solve real-world issues. **This course is offered at Eastern Middle School and Welborn Academy only.**

### Exploring Technological Systems

Semester

Grade Level: 8

This course focuses on students' understanding of how technological systems work together to solve problems and foster innovation. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems, concentrating on the connections between them. Robotics and engineering design challenges provide students with rigorous and relevant learning experiences. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

### Career Exploration

Semester

Grade Level: 8

This course is continuation from Grade 7 into the world-of-work, and leadership activities that provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Team and whole class modules with hands-on activities help students identify careers of interest and develop employability skills that will serve them in further education and the workplace. This is a semester-length course with the common goal to provide opportunities for students to learn about career and education pathways and to build employability skills. Emphasis is placed on self-awareness, understanding the world-of-work, and the career planning process.

### Computer Science Discoveries III

Semester

Grade Level: 8

This is the second of a two-course sequence. Students will follow a design process to prototype an app to help solve a target audience problem. They will learn how information is represented, collected, analyzed, and visualized by computers. Finally, students will explore relationships between hardware and software while building interactive projects using a microcontroller.

## Global Languages

As indicated in Explorations 6, students in sixth grade may choose to start an exploration of a global language through a six-week-exploratory class. They may also opt to take Introduction to Latin, Spanish, or Chinese as a semester or yearly class (both options depend on school site availability). The state's global language program for grades 7–12 is proficiency based. Following State Board of Education's policy since the 2008–09 school year, GCS students who pass global language courses that are aligned to the North Carolina World Language Essential Standards for grades 9–12 can receive high school credit.

While these courses will receive high school credit and count toward the UNC System minimum admission requirements, they will **not** count in the students' GPA at the high school level.

Middle school students who wish to be eligible for Level II global language courses in grade nine must either:

- **Option A:** Successfully complete a full year at grade eight (Level 1B). By the end of the Level 1B course, students must demonstrate sufficient proficiency to be eligible for Level II global language courses in grade nine. Though Spanish 1A is not a prerequisite for enrollment in 1B, it is HIGHLY recommended that students take a full year of 1A in 7th grade before enrolling in Spanish 1B.

- **Option B:** Successfully complete one full year of Level I in grade eight and demonstrate sufficient proficiency to be eligible for Level II global language courses in the ninth grade (option B depends on school site availability).

**Option A (two full years of one global language) is the preferred option.**

### Introduction to Latin

Year  
A/B Day

#### Grade Level: 6

This 6th-grade course is designed to introduce students to basic Latin vocabulary and structures. They will develop an awareness of Latin language patterns and English derivations. In addition, students will gain familiarity with the customs and beliefs of the Greco-Roman culture and civilization. **This course is offered at Brown Summit Middle only.**

### Latin 1A

Year  
A/B Day

#### Grade Level: 7

This is the first of a two-year course in Latin I. Students will learn the Latin language through studying reading, writing, vocabulary building/English derivation, Roman culture, history, and mythology. **This course is offered at Brown Summit Middle only.**

### Latin 1B

Year  
A/B Day

*(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Latin II in ninth grade.)*

#### Grade Level: 8

This course completes the sequence begun in Latin 1A. Students will continue their acquisition of language skills and further understanding of Roman culture, history, and mythology. **This course is offered at Brown Summit Middle only.**

### Introduction to Spanish

Year  
A/B Day

#### Grade Level: 6

This 6th-grade course is designed to introduce students to basic Spanish vocabulary and structures. They will develop an awareness of the Spanish language patterns and sounds. In addition, they will gain familiarity with the geography, customs, and traditions of the Spanish-speaking world as well as Hispanic influence in American culture (depending on school site availability).

### Spanish 1A

Year  
A/B Day

#### Grade Level: 7

This is the first of a two-year course in Spanish I. It introduces and reinforces the beginning elements of grammar, vocabulary, and pronunciation, with an emphasis on listening, speaking, reading, and writing. An introduction to the history and culture of Spanish-speaking countries is presented through language instruction.

### Spanish 1B

Year  
A/B Day

*(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Spanish II in ninth grade.)*

#### Grade Level: 8

This class completes the course sequence begun in Spanish 1A. Students will continue acquiring language skills and further understanding of Spanish-speaking culture and civilization.

### Spanish 1

Year  
A/B Day

*(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Spanish II in ninth grade.)*

#### Grade Level: 8

This course offers a fast-paced study of the fundamentals in grammar and an exploration of Spanish-speaking culture and civilization. It continues the Spanish language program, with increasing emphasis on reading, vocabulary development, and oral expression. (This course depends on school site availability).

### Spanish for Heritage Speakers I

Year  
A/B Day

#### Grade Level: 8

This course is designed for native Spanish-speaking students. It emphasizes reading and writing skills. Its goals are to enhance proficiency in speaking Spanish, enlarge cultural awareness, and develop an appreciation of Spanish literature. This course prepares students for Honors Spanish for Native Speakers II or Honors Spanish III in high school (depending upon school site availability). Prerequisite: Spanish as a heritage language or teacher recommendation.

## Introduction to Chinese

Year  
A/B Day

### Grade Level: 6

This 6th-grade course is designed to introduce students to basic Chinese vocabulary and structures. They will develop an awareness of Chinese language patterns and sounds. In addition, students will gain familiarity with the geography, customs, and traditions of the Chinese culture. **This course is offered at Ferndale IB MYP only.**

## Chinese 1A

A/B Day

### Grade Level: 7

Students will study language that can be used in everyday conversation. Instruction begins with listening comprehension and speaking. The phonetic system of Mandarin Chinese pronunciation is taught, and students will be able to communicate in simple spoken language. They will take part in various activities and projects to enhance language learning and their understanding of Chinese culture. **This course is offered at Ferndale IB MYP only.**

## Chinese 1B

A/B Day

### Grade Level: 8

*(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Chinese II in ninth grade.)*

Students will continue to improve their skills in speaking and listening. Simplified Chinese character writing will be emphasized, and traditional character writing will be introduced. Students will begin to develop reading and writing skills. They will expand their understanding of culture through language instruction and studying festivals, philosophy, geography, arts, and comparisons between Chinese and American cultures. **This course is offered at Ferndale IB MYP only.**

## Chinese I

Year

### Grade Level: 8

*(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Chinese II in ninth grade.)*

Students will develop skills in listening, speaking, reading, and writing. Beginning text materials employ pinyin (the phonetic system indicating Chinese pronunciation in the English alphabet) and simplified characters. Traditional forms of characters are also taught. Students will take part in various activities and projects to enhance their language learning. They will expand their understanding of culture through language instruction and studying festivals, philosophy, geography, and arts. **This course is offered at Ferndale IB MYP only.**

## NOTES

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## Transitioning to High School

Middle school is a time to challenge yourself academically and experience new and exciting pathways. Take ownership of your education as well as opportunities to explore the various course options. Take advantage of rigorous coursework, arts, and career and technical education opportunities that will prepare you for college and a career. As you transition to high school, you will have more opportunity to select courses based on your career and educational aspirations. It will be especially important for you to talk with your school counselor, parent(s), and teachers concerning your course selections. Choices you make in high school affect your post-high school plans, so carefully consider your course selections and academic performance.

In spring of your eighth-grade year, you will register for courses to take in high school. All eighth graders will complete a High School Four-Year Plan to map out the coursework for their high school years. Middle school will prepare you for successful study in high school, and your school counselor will work with you to develop a high school plan and career pathway options.

What students should know and understand before transitioning to high school:

- How to calculate your GPA
- How to read a transcript
- The meaning and importance of a course credit
- Your high school graduation requirements
- How to complete a High School Four-Year Plan
- The attendance policy
- The Career Clusters and Course Concentrations
- High School Options
- The meaning and importance of various curriculum options, such as
  - a) Honors/Advanced Placement (AP)
  - b) International Baccalaureate (IB)
  - c) College Courses
  - d) Credit by Demonstrated Mastery (CDM)
  - e) Virtual Learning
  - f) Diploma Endorsements
  - g) Career and College Promise

The following pages contain information about high school graduation requirements. To earn a high school diploma, students must meet all course and credit requirements for the Future Ready Core Course of Study. Students who complete all graduation requirements will receive a diploma at graduation.

In preparation for college admissions and success in college level courses, it is highly recommended by college admission officers that students continue taking higher-level courses throughout high school. Students meeting prerequisites have open access to Honors, AP, and IB courses.

## Graduation Requirements (Policy IHF)

The Board of Education believes all graduates should be prepared to enter the workforce or higher education equipped with the knowledge and skills that lead to success. The Board has adopted graduation requirements for Guilford County students that meet all the requirements established by the State of North Carolina and the expectations of Guilford County. The Board directs the administration to create and publish procedures that outline the actions the Board has taken to set graduation requirements, which recognize specific programs, courses of study, and available credits (i.e., whether the student's school offers block or traditional courses). The Board also directs that endorsements to diplomas, which are not requirements but which recognize the completion of various Guilford County Schools programs and courses or programs and courses outlined by the State of North Carolina, be detailed in procedure and published for students and parents.

## Future-Ready Core

All students are expected to meet the requirements outlined under the Future-Ready Core Course of Study. Under the six total elective units required for graduation, it is strongly recommended that four elective credits be taken from one of the following areas of focus: Career and Technical Education, JROTC, Arts Education, Global Languages or any other subject area (e.g. mathematics, science, social studies, or English). The remaining two electives must be any combination from Career and Technical Education, Arts Education, or Global Languages. By taking elective credits in a concentrated area, students can tailor their course concentrations to fit their interests and goals while building a strong academic foundation. For some students with disabilities, the Occupational Course of Study (OCS) will remain an option. These students should have the Occupational Course of Study identified in their IEP. Placement in the Occupational Course of Study is an IEP team decision.



## Repeating a Course for Which Credit Was Earned

Beginning the 2018–19 school year, once having been awarded a high school credit for a course, a student may not repeat the same course for credit. Exceptions to this rule apply to

- OCS students enrolled in CTE courses (students can earn credit for the same CTE course only twice),
- students enrolled in proficiency-based courses in Arts Education,
- community college and university courses that are required by the community college or local university to be repeated if a specific grade is not achieved in them,
- students enrolled in Level V military science courses, and
- students who are medically fragile and receive a medical exemption to repeat a previously passed course.

Other than the exceptions listed above, students are permitted to repeat a course for credit only when they have failed it.

## Repeating a Course

In alignment with State Board of Education policy CCRE-001, high school students who have failed a course for credit can repeat the course. Beginning in the 2015–16 school year, for students who initially fail a high school course and repeat the full course (not credit recovery) and earn a passing grade, the passing grade will replace the failing grade in GPA calculation. Students who repeat a course for credit and pass the course earn credit toward graduation only once.

## Early Graduation

Early Graduation is a serious decision that requires principal approval. The choice to graduate early has a significant impact on available post-high school education and employment options. It should not be a rushed decision but rather a well-planned and thoughtful action weighed carefully by students and parents over time. It may be accomplished by completing summer online courses. Graduating early allows the student enough time to complete only the minimum graduation requirements and will limit the student's opportunities to enrich his/her course of study through accelerated courses such as Advanced Placement, higher-level Global Language classes, and classes in Career and Technical Education.

Conferences with your school counselor will assure a comprehensive analysis of postsecondary options available to early graduates. Students who have completed all graduation requirements, including specific course and testing requirements, an appropriate course of study, and total number of graduation credits required, may request to graduate early either at midyear of their senior year or at the end of their junior year. The student's grade classification will be based on the GCS high school promotion standards. Diplomas are awarded only at the end of the school year.

## Diploma Endorsements

Students enrolled in North Carolina high schools shall have the opportunity to earn endorsements to their high school diploma beginning with the graduating class of 2014–2015. Endorsements are not required to graduate, but are an additional recognition from the state. The five endorsements available to high school students are:

- Career Endorsement indicating completion of a rigorous Course of Study that includes a Career Technical Education concentration
- College Endorsement indicating readiness for entry into community colleges
- College/UNC Endorsement indicating readiness for entry into a four-year university in the University of North Carolina system
- NC Academic Scholars Endorsement indicating that students have completed a balanced and academically rigorous high school program preparing them for postsecondary education
- Global Languages Endorsement indicating proficiency in one or more languages in addition to English

These endorsements are earned by completing specific coursework, maintaining a minimum grade point average, and earning additional industry certification (Career Endorsement only). Information for the NC Academic Scholars Endorsement is posted below. For specific information on the requirements to earn the Career Endorsement, College Endorsement, College/UNC Endorsement, or Global Languages Endorsement, please visit the NC Department of Public Instruction Diploma Endorsements webpage at <https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements/high-school-diploma-endorsements>.

# State and Local Course Requirements for High School Graduation

Content Area	Future Ready Core	Occupational Course of Study (OCS)
	For Ninth Graders Entering in 2014-15 to 2019-20	
<b>English</b>	<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>English I</li> <li>English II*</li> <li>English III</li> <li>English IV</li> </ul>
<b>Mathematics</b>	<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post-high school plans.</li> </ul> <p>NOTE: Credit shall be awarded for Math I, II, III, if taken prior to the 2016-17 school year.</p>	<p><b>Students must earn credit for:</b></p> <ul style="list-style-type: none"> <li>9220B – Introduction to Math 1</li> <li>9225B – Math 1 and earn a math credit from the following:               <ul style="list-style-type: none"> <li>9222B – Financial Management</li> <li>BF05 – Personal Finance – If Personal Finance is counted as third math credit the course may not also be counted as CTE credit.</li> <li>A CTE concentration – A CTE concentration can be used to fulfill the third math credit requirement.</li> </ul> </li> </ul>
<b>Science</b>	<p><b>3 Credits</b></p> <ul style="list-style-type: none"> <li>Earth/Environmental Science</li> <li>A Physical Science</li> <li>Biology</li> </ul>	<p><b>2 Credits</b></p> <ul style="list-style-type: none"> <li>Applied Science</li> <li>Biology*</li> </ul>
<b>Social Studies</b>	<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>World History</li> <li>One founding principles course, which can be:               <ul style="list-style-type: none"> <li>Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>American History: Founding Principles, Civics and Economics</li> </ul> </li> <li>Two American History courses, which can be               <ul style="list-style-type: none"> <li>American History I and American History II</li> <li>American History I or American History II, and another elective social studies</li> <li>American History, and another elective social studies</li> </ul> </li> </ul>	<p><b>2 Credits</b></p> <ul style="list-style-type: none"> <li>One founding principles course, either:               <ul style="list-style-type: none"> <li>Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>American History: Founding Principles, Civics and Economics</li> </ul> </li> <li>One American History course, either               <ul style="list-style-type: none"> <li>American History I</li> <li>American History II</li> </ul> </li> </ul>
<b>Global Languages</b>	Not required for graduation, but 2 levels are required for admission to the UNC System	Not required for OCS
<b>Health and Physical Education</b>	<p><b>1 Credit</b></p> <ul style="list-style-type: none"> <li>Health/Physical Education I</li> </ul>	<p><b>1 Credit</b></p> <ul style="list-style-type: none"> <li>Health/Physical Education I</li> </ul>
<b>CPR</b>	Successful completion of CPR for students graduating 2015 and beyond	Successful completion of CPR for students graduating 2015 and beyond
<b>Electives or Other Requirements</b>	<p><b>6 Credits</b></p> <p>2 elective credits of any combination from either:</p> <ul style="list-style-type: none"> <li>Career and Technical Education (CTE)</li> <li>Arts Education</li> <li>Global Languages</li> </ul> <p>4 elective credits strongly recommended (four-course concentration) from one of the following:</p> <ul style="list-style-type: none"> <li>Career &amp; Technical Education (CTE**)</li> <li>JROTC</li> <li>Arts Education (e.g., dance, music, theater arts, visual arts)</li> <li>Any other subject area (e.g. social studies, science, mathematics, English, Global Languages)</li> </ul>	<p><b>6 Credits</b></p> <p>Occupational Preparation:</p> <ul style="list-style-type: none"> <li>Occupational Prep I</li> <li>Occupational Prep II</li> <li>Occupational Prep III</li> <li>Occupational Prep IV***</li> <li>Completion of IEP objectives</li> <li>Career Portfolio required</li> </ul>
<b>Career/Technology</b>		<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>CTE electives</li> </ul>
<b>Arts Education</b>	DPI recommends at least one credit in an arts discipline, but this is not required to meet graduation standards.	DPI recommends at least one credit in an arts discipline, but this is not required to meet graduation standards.
<b>Total Minimum Credits Required</b>	<p><b>28 Credits</b> (block schools)</p> <p><b>22 Credits</b> (traditional calendar, Middle Colleges, SCALE, Twilight, Newcomers, The Academy at Smith and The Kearns Academy)</p>	<p><b>28 Credits</b> (block schools),</p> <p><b>22 Credits</b> (traditional calendar)</p>

\* OCS courses aligned with Future Ready Core courses in English II, NC Math 1, and Biology (New NC State Standards and new NC Essential Standards implemented in the 2012-13 school year).

\*\* For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at [https://nccareers.org/careerguide/print/Career\\_Clusters\\_Guide\\_2018.pdf](https://nccareers.org/careerguide/print/Career_Clusters_Guide_2018.pdf).

\*\*\* Students entering 9th grade prior to the 2014-2015 school year: completion of 300 hours school-based training, 240 hours community-based training, and 360 hours competitive paid employment. Students entering 9th grade for the first time in the 2014-2015 school year and beyond: completion of 150 hours school-based training, 225 hours community-based training, and 225 hours of paid employment or unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities, and volunteer and/or community service hours.

# State and Local Course Requirements for High School Graduation

Content Area	Future Ready Core For Ninth Graders Entering in 2020-21	Occupational Course of Study (OCS)
<b>English</b>	<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>English I</li> <li>English II*</li> <li>English III</li> <li>English IV</li> </ul>
<b>Mathematics</b>	<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post-high school plans.</li> </ul> <p>NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.</p>	<p><b>Students must earn credit for:</b></p> <ul style="list-style-type: none"> <li>9220B – Introduction to Math 1</li> <li>9225B – Math 1 and earn a math credit from the following:             <ul style="list-style-type: none"> <li>9222B – Financial Management</li> <li>BF05 – Personal Finance – If Personal Finance is counted as third math credit the course may not also be counted as CTE credit.</li> <li>A CTE concentration – A CTE concentration can be used to fulfill the third math credit requirement.</li> </ul> </li> </ul>
<b>Science</b>	<p><b>3 Credits</b></p> <ul style="list-style-type: none"> <li>Earth/Environmental Science</li> <li>A Physical Science</li> <li>Biology</li> </ul>	<p><b>2 Credits</b></p> <ul style="list-style-type: none"> <li>Applied Science</li> <li>Biology*</li> </ul>
<b>Social Studies</b>	<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>World History</li> <li>American History</li> <li>Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>Economics and Personal Finance</li> </ul>	<p><b>2 Credits</b></p> <ul style="list-style-type: none"> <li>Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>Economics and Personal Finance</li> </ul>
<b>Global Languages</b>	Not required for graduation, but 2 levels are required for admission to the UNC System	Not required for OCS
<b>Health and Physical Education</b>	<p><b>1 Credit</b></p> <ul style="list-style-type: none"> <li>Health/Physical Education I</li> </ul>	<p><b>1 Credit</b></p> <ul style="list-style-type: none"> <li>Health/Physical Education I</li> </ul>
<b>CPR</b>	Successful completion of CPR for students graduating 2015 and beyond	Successful completion of CPR for students graduating 2015 and beyond
<b>Electives or Other Requirements</b>	<p><b>6 Credits</b></p> <p>2 elective credits of any combination from either:</p> <ul style="list-style-type: none"> <li>Career and Technical Education (CTE)</li> <li>Arts Education</li> <li>Global Languages</li> </ul> <p>4 elective credits strongly recommended (four-course concentration) from one of the following:</p> <ul style="list-style-type: none"> <li>Career &amp; Technical Education (CTE**)</li> <li>JROTC</li> <li>Arts Education (e.g., dance, music, theater arts, visual arts)</li> <li>Any other subject area (e.g. social studies, science, mathematics, English, Global Languages)</li> </ul>	<p><b>6 Credits</b></p> <p>Occupational Preparation:</p> <ul style="list-style-type: none"> <li>Occupational Prep I</li> <li>Occupational Prep II</li> <li>Occupational Prep III</li> <li>Occupational Prep IV***</li> <li>Completion of IEP objectives</li> <li>Career Portfolio required</li> </ul>
<b>Career/Technology</b>		<p><b>4 Credits</b></p> <ul style="list-style-type: none"> <li>CTE electives</li> </ul>
<b>Arts Education</b>	DPI recommends at least one credit in an arts discipline, but this is not required to meet graduation standards.	DPI recommends at least one credit in an arts discipline, but this is not required to meet graduation standards.
<b>Total Minimum Credits Required</b>	<p><b>28 Credits</b> (block schools)</p> <p><b>22 Credits</b> (traditional calendar: Middle Colleges, SCALE, Twilight, Newcomers, The Academy at Smith and The Kearns Academy)</p>	<p><b>28 Credits</b> (block schools),</p> <p><b>22 Credits</b> (traditional calendar)</p>

- \* OCS courses aligned with Future Ready Core courses in English II, NC Math 1, and Biology (New NC State Standards and new NC Essential Standards implemented in the 2012-13 school year).
- \*\* For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at [https://nccareers.org/careerguide/print/Career\\_Clusters\\_Guide\\_2018.pdf](https://nccareers.org/careerguide/print/Career_Clusters_Guide_2018.pdf).
- \*\*\* Students entering 9th grade prior to the 2014-2015 school year: completion of 300 hours school-based training, 240 hours community-based training, and 360 hours competitive paid employment. Students entering 9th grade for the first time in the 2014-2015 school year and beyond: completion of 150 hours school-based training, 225 hours community-based training, and 225 hours of paid employment or unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities, and volunteer and/or community service hours.

## High School Grading Scale

GCS requires all parents/guardians to be informed at regular intervals on the academic progress of their children. In addition to the regular report cards, interim progress reports will be issued during the nine-week grading period to inform parents/guardians and invite cooperation when it appears students are making unsatisfactory progress or have been absent from school an excessive number of days.

Grades shall reflect a student's progress in meeting the objectives of a specified curriculum or course. Teachers shall keep accurate records which reflect how they have determined each student's grades. Grades shall be weighted for honors, AP, and IB courses.

The superintendent or his/her designee shall issue regulations to ensure that the grading system is uniform at all grade levels throughout the school system with the exception noted below. After a review by the Board, Gateway Education Center, Haynes-Inman Education Center, Herbin-Metz Education Center, Christine Joyner Greene Education Center, and alternative and magnet schools may issue report cards that reflect unique program goals.

## High School Grading Scale

*Effective with the 2015-16 school year*

### GRADING SCALE

A = 90 – 100	D = 60 – 69
B = 80 – 89	F = 59 and below
C = 70 – 79	I = incomplete

*Effective for the entering 9th grade class of 2015 - 16 (SBoE policy GCS-L-004)*

QUALITY POINTS LETTER GRADES	STANDARD COURSES	HONORS COURSES	AP/IB COURSES
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

*Effective for students entering 9th grade before 2015 - 16*

QUALITY POINTS LETTER GRADES	STANDARD COURSES	HONORS COURSES	AP/IB COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

## Course Withdrawal Penalty

Students attending a block schedule school may drop a course only during the first 10 days of the semester; students attending a traditional calendar school may drop a course only during the first 20 days of the school year.

## Withdrawal From an EOC Course

The 10/20 Day Rule was established by the State Board of Education upon the recommendation of the Compliance Commission for Accountability. The rule (TEST-003) states that students may drop a course with an EOC test within the first 10 days of a block schedule or within the first 20 days of a traditional schedule. The 10/20 Day Rule was established to prohibit the removal of students from EOC courses later in the instructional year to avoid the impression that a school might have deliberately circumvented the requirement to test all students enrolled in EOC courses.

The rule is not intended to preclude doing the right thing for students in individual extenuating circumstances. Consequently, exceptions are allowable in individual cases where circumstances are extenuating and it is clearly in the interest of the student to remove him or her from an EOC course. Each case should be weighed individually to ensure the accountability of the school is not compromised. Some examples of acceptable individual withdrawals after the 10th or 20th day are as follows:

1. A student transferred into the school without sufficient records to inform a proper placement. Records do not arrive until after the 10th or 20th day, respectively. In such cases, the school has latitude to withdraw a student if the student has been inappropriately placed in an EOC course.
2. A student is withdrawn to enroll in a higher level EOC course. The student will take the appropriate test for that course. In such cases, the student may be better served in the higher course, and the school is still held accountable through that course's test.

- There is a valid medical reason for removing a student from a course. In very rare cases, an individual student may be involved in a major medical emergency such as an accident that incapacitates the student for an extended period. In such cases, it may be in the student's best interest to be withdrawn from a course.

For all situations, the principal of the school should review each case individually and decide, in consultation with the teacher and parent/guardian, whether withdrawal is necessary. If it is determined the student should be withdrawn from the course (after the 10/20 days), the school must request approval from the North Carolina Department of Public Instruction Director of Accountability Services.

## AP Course Credit

Students enrolled in AP courses are expected to take the AP national exam administered in May, which is provided at no cost to them. Students earn AP quality points in all AP courses, regardless of their performance on the AP exam. Potential college credit or advanced placement opportunities solely depend on AP exam results.

Some AP science and art portfolio courses require a corequisite lab to earn course credit. Students taking AP lab courses may opt to take them as Pass/Fail, which does not affect the student's GPA, or for a non-weighted grade, which is included in calculating the GPA. An AP Lab Waiver Form must be signed by the student and parent before enrolling in the lab course with the understanding that graded classes will be averaged into the student's GPA on a 4.0 weighted scale.



## Guilford County Schools Middle Schools

School	Address	Phone Number
Allen Jay Middle.....	1201 E. Fairfield Rd., High Point, NC 27263 .....	(336) 819-2164
Allen Middle .....	1108 Glendale Dr., Greensboro, NC 27406.....	(336) 294-7325
Brown Summit Middle .....	4720 N.C. Hwy. 150 E., Brown Summit, NC 27214 .....	(336) 656-0432
Eastern Middle .....	435 Peeden Dr., Gibsonville, NC 27249.....	(336) 449-4255
Ferndale Middle .....	701 Ferndale Blvd., High Point, NC 27262.....	(336) 819-2855
Hairston Middle.....	3911 Naco Rd., Greensboro, NC 27401 .....	(336) 378-8280
Jackson Middle .....	2200 Ontario St., Greensboro, NC 27403.....	(336) 294-7350
Jamestown Middle .....	301 Haynes Rd., Jamestown, NC 27282 .....	(336) 819-2100
Johnson Street Global Studies K-8 Magnet .....	1601 Johnson St., High Point, NC 27262 .....	(336) 819-2900
Kernodle Middle.....	3600 Drawbridge Pky., Greensboro, NC 27410 .....	(336) 545-3717
Kiser Middle.....	716 Benjamin Pkwy., Greensboro, NC 27408 .....	(336) 370-8240
The Academy at Lincoln .....	1016 Lincoln St., Greensboro, NC 27401 .....	(336) 370-3471
Mendenhall Middle .....	205 Willoughby Blvd., Greensboro, NC 27408 .....	(336) 545-2000
Northeast Middle .....	6720 McLeansville Rd., McLeansville, NC 27301 .....	(336) 375-2525
Northern Middle.....	616 Simpson-Calhoun Rd., Greensboro, NC 27455 .....	(336) 605-3342
Northwest Middle .....	5300 Northwest School Rd., Greensboro, NC 27409.....	(336) 605-3333
Penn-Griffin School for the Arts .....	825 Washington St., High Point, NC 27262.....	(336) 819-2870
Southeast Middle .....	4825 Woody Mill Rd., Greensboro, NC 27406.....	(336) 674-4280
Southern Middle.....	5747 Drake Rd., Greensboro, NC 27406 .....	(336) 674-4266
Southwest Middle .....	4368 Southwest School Rd., High Point, NC 27265.....	(336) 819-2985
Swann Middle .....	811 Cypress St., Greensboro, NC 27405.....	(336) 370-8110
Welborn Academy of Science and Technology .....	1710 McGuinn Dr., High Point, NC 27265.....	(336) 819-2880
Western Middle .....	320 Lindley Rd., Greensboro, NC 27410 .....	(336) 316-5833

# Guilford County Board of Education Members, Districts and Contact Information



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In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities, and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, marital status, parental status, or gender, except where exemption is appropriate and allowed by law.