



GUILFORD COUNTY SCHOOLS

# High School Registration

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2018/19





Dear GCS Students,

Welcome to the 2018-19 student registration catalog. This document contains information about the multitude of choices that Guilford County Schools provides 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. Take advantage of Advanced Placement, International Baccalaureate and college courses that allow you to earn college credit while in high school.

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.

In the interest of all children,

*Sharon L. Contreras*

Sharon L. Contreras, Ph.D.  
Superintendent

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[www.gcsnc.com](http://www.gcsnc.com)

## State and Local Course Requirements for High School Graduation

Content Area	Future Ready Core	Occupational Course of Study (OCS)
	For Ninth Graders Entering in 2012-2013 and Later	
English	4 Credits <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> </ul>	4 Credits <ul style="list-style-type: none"> <li>• English I</li> <li>• English II*</li> <li>• English III</li> <li>• English IV</li> </ul>
Mathematics	4 Credits <ul style="list-style-type: none"> <li>• NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans.</li> </ul> NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.	3 Credits <ul style="list-style-type: none"> <li>• Introduction to Mathematics</li> <li>• NC Math 1*</li> <li>• Financial Management</li> </ul>
Science	3 Credits <ul style="list-style-type: none"> <li>• Earth/Environmental Science</li> <li>• A Physical Science</li> <li>• Biology</li> </ul>	2 Credits <ul style="list-style-type: none"> <li>• Applied Science</li> <li>• Biology*</li> </ul>
Social Studies	4 Credits <ul style="list-style-type: none"> <li>• World History</li> <li>• American History: The Founding Principles, Civics, and Economics</li> <li>• American History I: Founding Principles</li> <li>• American History II</li> </ul>	2 Credits <ul style="list-style-type: none"> <li>• <b>Ninth graders entering in 2017-18</b> American History: Founding Principles, Civics and Economics, American History I or American History II</li> <li>• <b>Ninth graders entering in 2014-15</b> American History I and American History II</li> </ul>
World Languages	Not required for graduation but 2 levels required for admission to the UNC System	Not required for OCS
Health and Physical Education	1 Credit <ul style="list-style-type: none"> <li>• Health/Physical Education I</li> </ul>	1 Credit <ul style="list-style-type: none"> <li>• Health/Physical Education I</li> <li>• Successful completion of CPR for students graduating 2015 and beyond</li> </ul>
CPR	Successful completion of CPR for students graduating 2015 and beyond	
Electives or Other Requirements	6 Credits 2 elective credits of any combination from either: <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education</li> <li>• World Languages</li> </ul> 4 elective credits strongly recommended (four course concentration) from one of the following: <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, World Languages)</li> </ul>	6 Credits Occupational Preparation: <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>
Career/Technology		4 Credits <ul style="list-style-type: none"> <li>• Career/Technical Education electives</li> </ul>
Arts Education	DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards.	DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards.
Total Minimum Credits Required	28 Credits (block schools), 22 Credits (traditional calendar, middle colleges, Saturn, SCALE, Twilight, Newcomers, Academy at Smith and Academy at Central)	22 credits plus any additional local requirements

\* 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: <http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.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: 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.

## General Information

### *Welcome to the spring registration process for the 2018-2019 school year*

Guilford County Schools' Student Registration Bulletin contains information needed to register and is designed to help you and your parents or guardians make the best choices for your high school education. You'll find many exciting options for you as a high school student in this book. Read through it carefully.

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

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

### Important Tips:

- Talk with your school counselor(s), parent and teachers concerning your course selections.
- Choices that you make in high school affect your options for study and career after high school
- Give serious consideration when selecting your courses.
- In order to earn a high school diploma you must meet all course, credit and test requirements of at least one course of study.
- Courses of study are designed by the state to prepare students for a multitude of post-high school opportunities.
- Take the most challenging classes possible that will prepare you for educational and career opportunities after high school.

**REGISTRATION IS A COMMITMENT** to take the courses you have selected. Remember, when you complete your registration sheet you are requesting a specific course, NOT specific teacher, time or place. Every effort will be made to grant requests by linking you with schools which will offer special courses within guidelines to be established by the school board. You may choose the courses you would like to take in the next school year; however, your schedule may change pending final grades in the courses you are currently taking and your End-of-Grade (EOG) or End-of-Course (EOC) scores.

### Steps for Completing the Registration Process

- Study the General Information section of this registration book. Identify the requirements for graduation by reviewing the chart on page 4.
- Read the course descriptions of both required courses and electives in which you are interested, and make sure you meet the prerequisite requirements.
- Use the High School Plan developed by you and your counselor to select the courses you want to take.
- Talk with your school counselors and teachers for help in determining the courses you need. School staff members will make recommendations to you by using several criteria such as your previous performance, test scores and the AP Potential results based on your PSAT information.
- Meet with your counselor to make your course selections on your registration form.
- Have your parent or guardian double check your selections to make sure you have registered for the courses you need.
- Return the registration sheet to the school after you and your parent or guardian have signed it. Be sure to return it by the deadline designated by your school.

The information provided in this book is current at the time of printing. It is recommended that you work closely with your school counselor during the registration period to be aware of any changes.

## Planning for High School Registration

### Future-Ready Core

Your high school classes should be selected based on North Carolina graduation requirements and your college and career goals. Careful four year planning will give you a challenging class schedule that meets all requirements and allows you the opportunity to explore your interests. All students will be expected to meet the graduation requirements outlined under the Future Ready Core Course of Study. For some students with disabilities the Occupational Course of Study (OCS) will remain an option. The participation of a student with a disability in the Occupational Course of Study is determined by the student's Individualized Education Program (IEP) Team which includes the student and the parent/guardian.

**IMPORTANT...**Registration is the student's opportunity to request appropriate courses. All courses may not be available at the student's home school; however every effort will be made to grant requests by linking students with schools offering those courses. When choosing courses, students should be careful to choose courses that align with their plans after high school. Alternate choices should also be chosen with careful consideration. After the registration period is complete, student's will have limited opportunities to change their course selections. All requests for course changes are not guaranteed once the registration period has ended.

Before selecting your classes, consider asking yourself these questions:

What kind of work do I want to do as an adult?

"After high school graduation, do I want to join the military, go to a four year university, go to a community college or get a job right away?"

"What courses are offered at my school that will help me to achieve my future goals?"

### Early Graduation

Early Graduation is a serious decision that requires principal approval. The choice to graduate early has 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 a period of time. It may be accomplished by completing summer online courses. Graduating early allows the student only enough time to complete the minimum graduation requirements and will limit the student's opportunities to enrich their course of study through accelerated courses such as Advanced Placement, higher level world language classes, and classes in Career-Technical Education.

Conferences with your school counselor will assure a comprehensive analysis of post-secondary 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 mid-year 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.

### Graduation Project

The Graduation or Senior Project is a site-based decision for each high school in Guilford County Schools. Please see your school's guidance counselor or principal for more information.

#### Graduation Project Components

The Graduation Project consists of four components:

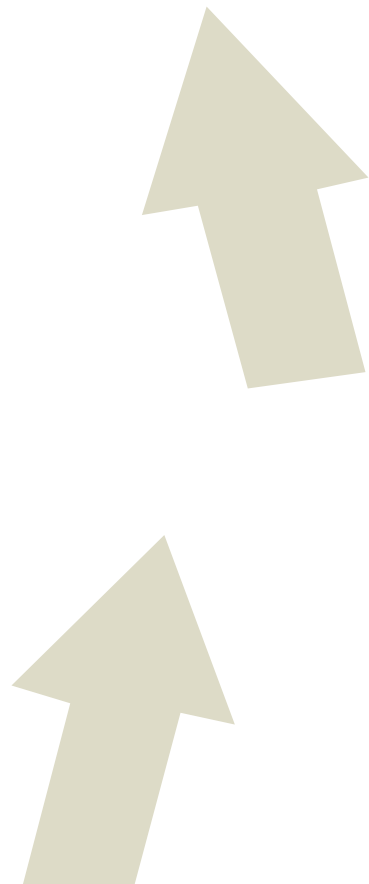
- A paper demonstrating research and writing skills
- A product created through the use of knowledge and skills to accomplish a goal
- A portfolio, a learning record of the student's process and progress through all the steps of the graduation project
- An oral presentation during which the student will present information on the chosen topic to a review panel.

## Diploma Endorsements

Students enrolled in North Carolina high schools 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 post-secondary 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). For specific information on the requirements to earn the Career Endorsement, College Endorsement, College/UNC Endorsement, NC Academic Scholars Endorsement or Global Languages Endorsement, please visit the Diploma Endorsements webpage at [www.ncpublicschools.org/](http://www.ncpublicschools.org/) search for Diploma Endorsements



## Preparing for College in North Carolina

### The UNC System Admissions Requirements

To enroll in any of the 16 universities listed below which make up the University of North Carolina, undergraduate students must meet the minimum requirements outlined in the following chart:

#### Course Requirements

- **English - 4 Units**  
English I, English II, English III, English IV
- **Mathematics - 4 Units**  
NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans.  
NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.
- **Science - 3 Units**  
A physical science course  
A life or biological course  
At least one laboratory course
- **Social Studies - 2 Units**  
US History  
One additional course
- **World Languages - 2 Units**  
Recommended at least two course units in one world language
- **Electives**  
Additional electives must be included to meet local graduation requirements

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

YEAR	MINIMUM GPA	MINIMUM SAT	MINIMUM ACT COMPOSITE
FALL 2013 and beyond	2.5	880	17

*Students applying for admission for fall 2006 or after, for whom standardized test scores are required, must submit either the SAT I (which includes the writing component) or the ACT with the writing component.*

## The 16 Campuses of the University of North Carolina

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

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

## 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).



# Course Information

## Course Credits

Specific courses required for high school graduation (e.g., Math) may be taken in middle school. Students enrolled in grades 6 through 8 who pass mathematics or world language courses that are described in the North Carolina Standard Course of Study for Mathematics and the Essential Standards for World Languages for grades 9 through 12 will receive high school credit. The student's high school grade point average (GPA) will be computed only with courses taken during the high school years (9th-12th grades). Grades for middle school classes are not part of the high school GPA calculation.

## 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:

- a. OCS students enrolled in CTE courses (students can only earn credit for the same CTE course twice)
- b. Students enrolled in proficiency-based courses in Arts Education
- c. 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 the course
- d. Students enrolled in level five military science courses
- e. 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 the course.

## Repeating a Previously Failed Course

In alignment with State Board of Education policy CCRE-001 (formerly GCS-M-001), high school students who have failed a course for credit can repeat the course. Beginning in the 2015-16 school year, 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 passes the course only earns credit towards graduation once.

## Credit by Demonstrated Mastery (CDM)

Under the state's Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may demonstrate mastery of a course's content and earn pass/fail credit for the course. This is accomplished by a two-phase process that includes taking an assessment and completing an artifact or performance task.

The program provides an opportunity for students to challenge themselves by demonstrating mastery of content knowledge without instructional time in a subject. 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.

The CDM option occurs twice a year, and is available to all middle and high school students seeking credit for high school courses taught in the district under State Board of Education policy SBEGCS- M-001, Section 13.

## Course Loads

Students are expected to attend school full-time and take a full load of courses. Exceptions are made for students approved for work-based learning experiences taken in conjunction with Career Technical Education courses and for those taking dual enrollment courses in post-secondary schools.

## Grading Scale

GCS requires that all parents/guardians 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 to 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, Advanced Placement, and International Baccalaureate 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, magnet schools, Gateway Education Center, Haynes-Inman Education Center , McIver Education Center and alternative schools may issue report cards that reflect unique program goals.

## 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  
(NC 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 prior to 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 end-of-course (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 during 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 them from an EOC course. Each case should be weighed individually and consideration should be given to assure that 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 the 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 a case the student may be better served and the school is still held accountable through the test given in the higher level course.
3. 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 of time. In such instances, 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 Advanced Placement courses are expected to take the AP national exam administered in May, which is provided at no cost to the student. Students earn AP quality points in all AP courses, regardless of their performance on the AP exam. Potential college credit or advanced placement opportunities are dependent solely upon AP exam results.

Some AP science and art portfolio courses require a co-requisite lab in order to earn course credit. Students taking AP lab courses may opt to take the lab 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 prior to enrolling in the lab course with the understanding that graded classes will be averaged into the student's grade point average (GPA) on a 4.0 weighted scale.

## Promotion Requirements

Students will be required to meet current promotion requirements as determined by board policy:

### High Schools 9-12 Block Schedule for Incoming Freshmen:

- Grade 9 to 10 – A minimum of 6 units cumulative must be earned
- Grade 10 to 11 – A minimum of 13 units cumulative must be earned
- Grade 11 to 12 – A minimum of 20 units cumulative must be earned
- Graduation - A minimum of 28 units and successful completion of any other state standards must be earned according to School Board Policy IHF

### High Schools 9-12 Traditional Schedule

- Grade 9 to 10 - A minimum of 5 units cumulative must be earned
- Grade 10 to 11 - A minimum of 10 units cumulative must be earned
- Grade 11 to 12 - A minimum of 16 units cumulative must be earned
- Graduation - A minimum of 22 units and successful completion of any other state standards must be earned according to School Board Policy IHF

*\*All high school credits earned in middle school apply towards the students promotion requirements.*

## Transfer Credit

Students transferring from another public school system, a charter school or a non-public school accredited by one of the six regional accrediting associations or AdvancEd\* into the GCS will receive:

1. Credit for all courses approved by the sending school.
2. Weighted credit for a course designated by the sending school system as Honors or AP only if a comparable course is designated Honors or AP in the current GCS High School Registration book.

The following guidelines must be met by any student who is transferring from a non-accredited, non-public school, or home school and may be seeking graduation credits for those courses successfully completed while attending the non-public or home school:

1. The parent/guardian must read and sign the transfer credit parent form and provide a copy to the receiving school prior to beginning the transfer credit process.
2. The parent/guardian must provide clear and concise attendance records for the student. If the incoming student was home-schooled prior to turning 16 years of age, proof of the home school's approval by the

North Carolina Division of Non-Public Education is required and must be submitted to the school in a timely manner.

3. Transfer students requesting credit from a non-accredited program are required to have the institution provide the following documentation to the receiving GCS school:
  - Course title(s), materials used, total number of contact hours per course, attendance record(s), scores of any standardized tests associated with the specific course(s) and complete syllabus with topics and number of hours included.
  - Please Note: Clear alignment to the appropriate North Carolina Standard Course of Study or Essential State Standards must be evident in order to receive credit.
4. All requests should be submitted to the receiving GCS school for review and evaluation. The receiving school may request additional documentation, which may include, but is not limited to student work samples and artifacts.
5. The school will inform the parent/guardian of the approval decision within 2 weeks of the submission. If the course is approved, the following applies:
  - Grades will be recorded as "Pass" (P) or "Fail" (F) and will be identified on the transcript as non-GCS grades.
  - The approved courses will not be included on calculation of GPA or class ranking at the school.

*\* Middle States, New England, North Central, Northwest, Southern, and Western or AdvancEd Associations of Colleges and Schools*

## Transferring Between High Schools

If students transfer between high schools that have different schedules (block or traditional), the following formula is used to compute graduation requirements:

**(# of years at block x 8) + (# of years at traditional x 6) minus 3 = number of units required for graduation**

## North Carolina High School to Community College Articulation Agreement

The North Carolina Department of Public Instruction and the North Carolina Community College System have developed a statewide articulation agreement that identifies high school Career and Technical Education (CTE) courses that are similar in content to courses taught by the North Carolina Community College System. Students can earn college credit, thus minimizing the duplication of course content. The following criteria shall be used to award college credit for high school courses.

- Students must pass the identified CTE courses with a B or higher and have a score of 93 or higher on the standardized CTE end of course post assessment.
- Students must enroll at the community college within two years of their high school graduation date.

- Students must submit an official high school transcript to the community college to verify that the criteria to award credit for articulated course work has been met.

The North Carolina High School to Community College Articulation Agreement may be found at: <http://www.ncperkins.org/course/view.php?id=4>.

Following is a list of the CTE courses offered in GCS and the community college courses for which credit can be earned through the statewide high school to community college articulation agreement.

HIGH SCHOOL PROGRAM AREA	HIGH SCHOOL COURSE # AND TITLE	COM. COLLEGE COURSE # AND TITLE	NOTES
Agricultural Education	AS32Agricultural Mechanics II	WLD-112 Basic Welding Processes OR AGR-111 Basic Farm Maintenance	
Agricultural Education	AA22 Animal Science II	ANS-110 Animal Science	
Agricultural Education	AP41 Horticulture I	HOR-150 Intro to Horticulture	
Agricultural Education	AP44 Horticulture II - Landscaping	HOR-114 Landscaping Construction OR LSG-111 Basic Landscaping Technique	
Business and Information Technology Education	BA10 Accounting I	ACC-115 College Accounting OR ACC-118 Accountig Fundamentals I	
Business and Information Technology Education	BA20 Accounting II	ACC-115 College Accounting OR ACC-118 Accountig Fundamentals I OR ACC-119 Accounting Fundamentals II	
Business and Information Technology Education	BP12 Computer Programming II	CSC-153 C# Programming	
Business and Information Technology Education	BM10 Microsoft Word & Power Point	CIS-111 Basic PC Literacy OR CIS-124 DTP Graphics Software OR OST-136 Word Processing	
Business and Information Technology Education	BM10 Microsoft Word & Power Point AND BM20 Microsoft Excel	OST-137 Office Software Applications	
Business and Information Technology Education	BM20 Microsoft Excel	CTS-130 Spreadsheet	
Business and Information Technology Education	BD10 Multimedia & Webpage Design	WEB-110 Internet/Web Fundamentals OR WEB-120 Intro Internet Multimedia	

HIGH SCHOOL PROGRAM AREA	HIGH SCHOOL COURSE # AND TITLE	COM. COLLEGE COURSE # AND TITLE	NOTES
Business and Information Technology Education	BN20 Network Administration I	CTI-115 Computer Systems Foundation OR CTI-120 Network and Security Foundation OR NET-110 Networking Concepts OR NOS-110 Operating System Concepts OR SEC-120 Security Concepts	
Business and Information Technology Education	BN22 Network Administration II	CTS-112 Windows OR (NET-110 Networking Concepts AND NOS-230 Windows Administration I	
Business and Information Technology Education	BF05 Personal Finance	BUS-125 Personal Finance	
Family and Consumer Science Education	FE11 Early Childhood Education I AND FE12 Early Childhood Education II	EDU-119 Introduction to Early Childhood Education	
Family and Consumer Science Education	FN41 Foods I AND FN42 Foods II - Enterprise	CUL-112 Nutrition for Food Service	
Family and Consumer Science Education	(Enterprise OR FH20 Introduction to Culinary Arts & Hospitality) AND ServSafe Certification	CUL-110 Sanitation & Safety AND CUL-110A Sanitation & Safety Lab	
Family and Consumer Science Education	FN43 Foods II - Technology	CUL-150 Food Science AND CUL-150A Food Science Lab	
Family and Consumer Science Education	FIS3 Interior Applications	DES-235 Products	
Health Science Education	HU40 Health Science I	MED-121 Medical Terminology I AND MED-122 Medical Terminology II	
Health Science Education	HU42 Health Science II	HSC-110 Orientation to Health Careers AND (HSC-120 CPR OR MED-180 CPR Certification)	
Health Science Education	HN43 Nursing Fundamentals	NAS-101 Nursing Assistant I	
Health Science Education	HH32 Pharmacy Technician	PHM-110 Introduction to Pharmacy	
Marketing Education	ME11 Entrepreneurship I	ETR=210 Intro To Entrepreneurship	
Marketing Education	MM51 Marketing	ETR-230 Entrepreneur Marketing OR MKt-110 Principles of Fashion OR MKT-120 Principles of Marketing	

HIGH SCHOOL PROGRAM AREA	HIGH SCHOOL COURSE # AND TITLE	COM. COLLEGE COURSE # AND TITLE	NOTES
Technology Engineering AND Design Education	TE21 Principles of Technology I	PHY-121 Applied Physics	
Technology Engineering AND Design Education	TE22 Principles of Technology II	EGR-115 Intro to Technology OR PHY-131 Physics-Mechanics	
Technology Engineering AND Design Education	TP11 PLTW Introduction to Engineering and Design AND TP12 PLTW Principles of Engineering AND TP23 PLTW Civil Engineering and Architecture	ARC-111 Intro to Arch Technology OR DDF-211 Design Process I	
Technology Engineering AND Design Education	TE11 Technology Engineering and Design AND TE12 Technology Design AND TE13 Engineering Design	EGR-110 Intro to Engineering Technology AND (CEG-115 Intro to Technology and Sustainability OR EGR-115 Intro to Technology OR DDF-211 Design Process I)	
Trade and Industrial Education	IC00 Core and Sustainable Construction	WOL-110 Basic Construction Skills	
Trade and Industrial Education	IT16 Automotive Service I AND IT17 Automotive Service II AND IT18 Automotice Service III	TRN-111 Chassis Maint/Light Repair AND TRN-112 Powertrain Maint/Light Repair AND AUT-113 Automotive Servicing I	Must complete MLR Task List
Trade and Industrial Education	IM21 Cabinetmaking I AND IM22 Cabinetmaking II	CAB-111 Cabinetmaking I	
Trade and Industrial Education	IC00 Core and Sustainable Construction AND IC21 Carpentry I	CAR-110 Intro to Carpentry OR WOL=110 Basic Construction Skills OR CST-110 Intro to Construction	
Trade and Industrial Education	IC22 Carpentry II	CST-111 Construction I	Must receive credit for CST-111 before receiving credit for CST-112
Trade and Industrial Education	IC23 Carpentry II	CST-112 Construction II	
Trade and Industrial Education	I121 Computer Engineering Technology I	CTS-120 Hardware/Software Support	
Trade and Industrial Education	1121 Computer Engineering Technology II	CTS-220 Adv Hard/Software Support	Must receive credit for CTS-120 before receiving credit for CTS-220
Trade and Industrial Education	IA31 Digital Media	DME-100 Intro to Digital Media	
Trade and Industrial Education	IA32 Advanced Digital Media	DME-115 Graphic Design Tool OR DME-120 Intro to Multimedia Appl.	
Trade and Industrial Education	IC61 Drafting I	DFT-111 Technical Drafting I AND DFT-111A Technical Drafting I Lab	

HIGH SCHOOL PROGRAM AREA	HIGH SCHOOL COURSE # AND TITLE	COM. COLLEGE COURSE # AND TITLE	NOTES
Trade and Industrial Education	IC61 Drafting I AND I62 Drafting II-Architectural	DFT-115 Architectural Drafting OR DFT-119 Basic CAD OR ARC-114 Architectural CAD	
Trade and Industrial Education	IC61 Drafting I AND IV22 Drafting II-Engineering	DFT-151 CAD I	
Trade and Industrial Education	IV23 Drafting III-Engineering	DFT-112 Technical Drafting II AND DFT-112A Technical Drafting II Lab	Must receive credit for DFT-111 before receiving credit for DFT-112
Trade and Industrial Education	IC00 Core and Sustainable Construction AND IC41 Electrical Trades I AND IC42 Electrical Trades II	ELC-113 Residential Wiring	
Trade and Industrial Education	IC43 Electrical Trades III	ELC-122 Advanced Residential Wiring	
Trade and Industrial Education	IM31 Electronics I AND IM32 Electronics II	ELC-112 DC/AC Electricity AND (ELC-126 Electrical Computations OR EGR-131 Intro to eletronis Tech)	
Trade and Industrial Education	IM34 Electronics IV	ELN-131 Analog Electronis I	
Trade and Industrial Education	IC00 Core and Sustainable Construction AND IC11 Masonry I AND IC12 Masonry II	MAS-110 Masonry I	
Trade and Industrial Education	IC13 Masonry III	MAS-110 Masonry I	
Trade and Industrial Education	IM41 Metals Manufacturing Technology I AND IM42 Metals Manufacturing Technology II	BPR-111 Blueprint Reading AND MAC-111 Maching Technology I AND MAC-151 Machining Calculations	
Trade and Industrial Education	II11 Network Engineering Technology I	NET-125 Networking Basics OR NET-110 Networking Concepts	
Trade and Industrial Education	II12 Network Engineering Technology II	NET-125 Networking Basics OR NET-126 Routing Basics	
Trade and Industrial Education	IM61 Welding Technology I	WLD-110 Cutting Processes	
Trade and Industrial Education	IM61 Welding Technology I AND IM62 Welding Technology II	WLD-110 Cutting Processes AND WLD-115 SMAW (Stick) Plate	

## Other Information

### Enrollment in Off Campus Courses

All high school students are expected to attend school on a full-time basis. Students who have advanced beyond all of the course offerings of GCS in the areas of mathematics, science and/or world languages (courses above Level IV) may request principal permission to attend classes on college campuses. Written approval from the high school principal must be obtained during the spring semester high school registration period. No approval will be granted after the end of the registration period.

### Virtual Learning Options

Apex Learning Virtual School (ALVS), North Carolina Virtual Public School (NCVPS), and Guilford County Schools Virtual Public School (GCSVPS) provide students with expanded academic options by offering online courses at NO COST to your student.

By virtue of online course delivery, students have access to courses taught by NC certified teachers. The grades from the online course(s) will transfer to the student's school as part of their academic record. Students are registered for online courses by their school counselor.

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

For more information about online courses, contact your school's counseling office, or the Guilford County Schools Blended Learning department at **336-334-0090**.

### Career and College Promise

The Career and College Promise program is designed to provide seamless dual enrollment educational opportunities for eligible North Carolina high school juniors and seniors in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills.

GCS students may take community college coursework at Guilford Technical Community College in one of following pathways:

- College Transfer Pathway
- Career and Technical Education Pathway

**College Transfer Pathway** – juniors and seniors may take courses in one of four areas leading to a minimum of 30 hours of college transfer credit. Many courses can be used to provide dual credit to meet both high school and college requirements.

**Career and Technical Education Pathway** – juniors and seniors may take courses in designated areas leading to a certificate or diploma aligned with one of sixteen Career Clusters. Courses may be used in partial or complete fulfillment of a four-unit high school career cluster.

For more information about the Career and College Promise program, including courses offered and eligibility requirements, please visit the Career and College Promise webpage at <https://ccpi.gtcc.edu/career-and-college-promise-programs/>

### Honors/AP

Opportunities for academic challenge are offered to students through Advanced Placement (AP) options and the Honors program. The Honors curriculum and the AP curriculum (as established by the College Board) have a more demanding and rigorous curriculum than regular classes. The AP program offers able and ambitious students an opportunity to study college-level coursework and to prepare for a national AP exam, which is required of all students enrolled in an AP course. Many colleges grant college credit or advanced placement based on AP exam scores. Honors and AP courses receive weighted credit in computing GPA.

Each student is required to take the appropriate EOC assessment the first time the student takes the course even if the course is an honors or AP Course.

Students enrolled in honors courses will be allowed to continue in those courses if they transfer from one high school to another within Guilford County Schools.

### Advanced Placement (AP) Testing

The College Board will coordinate the national administration of the Advanced Placement exams during May in the following areas: Art History, Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language and Culture, Computer Science A, Computer Science Principles, Economics - Macro and Micro, English Language and Composition, English Literature and Composition, Environmental Science, European History, French Language and Culture, German Language and Culture, Government & Politics - U.S. and Comparative, Human Geography, Japanese Language and Culture, Latin, Music Theory, Physics 1 and 2, Physics C, Psychology, Spanish Language, Spanish Literature, Statistics, Studio Art: Drawing and Design, 2-D, 3-D, US History, and World History.

### Recognition of Honor Graduates

GCS recognizes honor candidates during graduation ceremonies in the following format: seniors with a weighted GPA of 3.5-3.99\* are Cum Laude candidates, seniors with a weighted GPA of 4.0-4.49\* are Magna Cum Laude candidates and seniors with a weighted GPA of 4.5\* and higher are Summa Cum Laude candidates. Each traditional high school will also recognize a valedictorian and salutatorian.

\* averages are not rounded up



## Communities in Schools

Communities in Schools is a comprehensive public/private partnership which offers school age children support and encouragement to attend school daily, make successful grades, and develop positive attitudes. The CIS partnership between the local business community, human service agencies, the school system and volunteers works together to provide young people the support services necessary to stay in school until graduation and to become successful and productive young adults. In Guilford County, CIS is currently serving students at Ferndale Middle, Hairston Middle, Jackson Middle, Welborn Middle, Andrews High, Dudley High, High Point Central High and Smith High. Interested students should contact the CIS Coordinator at their school to gain further information about the services and programs provided by CIS.

## Non-Credit Driver Education

Extended-day driver education classes will be available to students who are 14 1/2 years old by the starting date for the Driver Education Class.

Summer driver education will be available for students who will reach their 14 1/2 birthday by the starting date of the Driver Education Class. These classes are offered through independent driving schools who make information about their programs available to parents and students through the individual high schools. Schedules and registration information are available online at [www.ncdrivingschool.com](http://www.ncdrivingschool.com).

Under Dropout Prevention/Drivers License legislation passed in 1998, students under the age of 18 who drop out of school or do not pass 70 percent of their courses are subject to having their permit/license suspended.

## Home/Hospital Services

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

## Section 504

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal access to an education. The child may receive accommodations and modifications.

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 (i.e. learning, behavior, seeing, walking, and so forth),
- has a record of impairment,
- or 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/search/504> Frequently Asked Questions

The Section 504 District Contact for Guilford County Schools can be reached by calling (336) 370-2323.

For more information, contact the Lead School Psychologist-Section 504 and/or the Director of Psychological Services.

### 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 Director of Exceptional Children, 120 Franklin Boulevard, Greensboro, NC 27401; 336-370-8103.

## CFNC.org

College Foundation of North Carolina (CFNC) is a comprehensive, free information service provided by the state of 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 [CFNC.org](http://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 Guilford County school 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.

## Testing

### End-of-Course Testing Program

Students enrolled in Math I, Biology, and English II are required to take the North Carolina End-of-Course (EOC) test. The EOCs are used to sample a student's knowledge of subject-related concepts as specified in the NC Standard Course of Study and to provide a global estimate of each student's mastery of the material in a particular content area. All EOCs will be administered at the end of the semester (block schedule) or the end of the year (traditional schedule). Schools shall use results from all EOC tests as twenty percent (20%) of the student's final grade for each respective course.

Each student shall take the appropriate EOC assessment the first time the student takes the course even if the course is an honors or Advanced Placement course. Students enrolled for credit must participate in the appropriate EOC regardless of course delivery (e.g., traditional classroom, NC Virtual Public School). Students who are identified as failing a course for which an EOC is required shall still take the appropriate EOC assessment. Students shall take the appropriate EOC assessment at the end of the course regardless of the grade level in which the course is offered.

### Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT)

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) or more often simply called the PSAT is nationally administered by the College Entrance Examination Board (CEEB), and assesses students in three areas: Reading, Writing and Mathematics. Each October, all students in grades 10 and 11 take the PSAT/NMSQT at no cost.

The PSAT is used to help students practice for the Scholastic Assessment Test and to qualify for scholarships and recognition from such programs as: National Merit Scholarships, National Achievement Scholarships for Outstanding African American Students, National Hispanic Scholar Recognition Program, Student Search Service, and some statewide and national industry scholarship competitions. Registration information will be available in the school counselors' office at each high school.

### SAT

The SAT is an optional test nationally administered by the College Board. The test covers core content areas deemed essential for success in college – reading, mathematics, and writing and language – through questions and tasks that are similar to what students experience in the classroom. The focus of the SAT is evidence-based reading and writing and application-based math questions. Students are tested on vocabulary that is relevant and presented in context. Passages are pulled from significant historical or scientific documents and focus on support for answers based on evidence in the passages. Math problems deal with problem-solving and data analysis. The essay is optional. The SAT is one of the admissions tests used by postsecondary institutions to assist in selecting students.

The SAT is administered at selected sites nationally. Students must pay and register online or by mail several weeks prior to the test date. Registration information is available in the school counselors' office at each high school and at [www.collegeboard.org](http://www.collegeboard.org).

### ACT®

The ACT® college readiness assessment is a curriculum and standards-based educational and career planning tool

that assesses students' academic readiness for college. All students in grade 11 take the ACT with Writing which has five subscores: four multiple-choice tests covering skill areas of English, mathematics, reading, and science; the Writing Test measuring skill in planning and writing a short essay. Students in grade 10 take the PreACT test. This test is designed to help students prepare not only for high school coursework, but for college and career success. The PreACT contains four curriculum-based assessments: English, mathematics, reading, and science.

The ACT is also administered at selected sites nationally. For these administrations, students must pay and register by mail several weeks prior to the test date. Registration information is available in the school counselors' office at each high school. In the U.S., the ACT is administered on seven national test dates: in September, October, December, February, April, June and July. There is no charge for the state administration of the ACT or PreACT. More information is available at [www.actstudent.org](http://www.actstudent.org).

### CTE Post-Assessments

Career Technical Education (CTE) post-assessments are end-of-course tests provided by the North Carolina Department of Public Instruction and are required in most CTE courses. These assessments provide documentation of the individual student's attainment of technical competencies based on the goals and objectives of the CTE Essential Standards. Scores are reported to the Department of Public Instruction and used to evaluate programs and the system-wide attainment of performance standards as required by the Carl D. Perkins Career and Technical Education Act. For CTE courses included in either the North Carolina Community College Articulation Agreement or the GCS/GTCC Local Articulation Agreement, students who earn a score of 93 or better on the CTE post-assessment and make a B or better in the course may receive advanced placement credit.

### WorkKeys®

ACT WorkKeys® is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. ACT WorkKeys® tests help students determine if they have the skill levels required for various careers. WorkKeys assessments will be administered to CTE Concentrators during their graduating year at no cost to the student. The ACT WorkKeys® includes three assessments: Applied Math, Graphic Literacy, and Workplace Documents. Taking the WorkKeys assessments is an important step to prepare for post-secondary education, training, or a career. For more information on WorkKeys, visit [www.act.org/workkeys](http://www.act.org/workkeys).

## Student Attendance K-12

### A. Lawful Absences

1. Excusable absences permitted by NC State Board of Education Attendance Rules:

- (a) Illness or injury
- (b) Quarantine
- (c) Death in family
- (d) Medical/Dental appointments
- (e) Court proceedings
- (f) Religious observances
- (g) Educational opportunity
- (h) Suspension
- (i) Expulsion

### B. Unlawful Absences

Unlawful (unexcused) absences are defined as the student's willful absences from school without the knowledge of the parents/guardians, or the student's absences from school without justifiable causes with the knowledge of parents/guardians.

### C. Homebound Placements

Homebound placements are based on medical recommendations and students are credited as in attendance when pre-approved by the appropriate official in the Guilford County Schools.

### D. Make-up Work

Students are responsible for all work missed when absent from school. Immediately upon returning to school students must make arrangements with their teacher(s) to make up all work (assignments, tests, projects, etc.) missed while absent.

### E. Absence Documentation Requirement

All absences require a written note from the parent/guardian explaining the absence(s). The student should deliver the note to school authorities (teacher, attendance office official, etc.) as soon as possible upon his/her return to school. Failure to submit such notes within 3 school days after returning to school will result in an unlawful absence being recorded. Parents/guardians are requested to contact school officials immediately when unanticipated absences occur. All anticipated periods of absence should be reported to school officials prior to the period of absence. Such absences should receive prior approval by school officials. Prior approval is required for any student departing from campus once he/she has arrived; this approval is required throughout the school day. Students must follow a sign-out procedure as established by the school.

### F. Attendance Awards

A student qualifies for an Attendance Award by being in attendance each day that school is in session during an entire school year. In addition, high schools have the option of allowing students with at least 97% attendance to waive one final exam at the end of each semester. (Note: Course exams required by the state are not eligible to be waived.)

### G. Definition of being "in attendance"

To be considered "in attendance," a student must be

present in the school for at least one-half of the school day (or one-half of the class for class attendance in secondary schools).

Students may, with the approval of school principal or designees, attend an authorized school activity and be considered "in attendance." Such activities include, but may not be limited to, job shadowing and other work based learning activities, field trips, athletic contests or other competitions, student conventions, music festivals, concerts, or similar activities approved by the school.

### H. Unlawful Absence Disciplinary Actions

Unlawful absence will result in conferences with parents/guardians. Unlawful absence and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if the student is under sixteen years of age. North Carolina General Statute (G.S. 115C-378) requires attendance until age sixteen (16).

### High School Attendance Requirements

Records are kept on each student's attendance for the duration of each course. Each student's attendance record, for the purpose of this procedure, is assessed during the length of the course. School attendance has been identified as a critical component to academic success. This policy and Attendance Procedure JBD-P are designed to ensure all students meet the requirements of the North Carolina Compulsory Attendance Law 115C-378.

### Excessive Lawful Absences Procedure

Guilford County Schools requires the following clock hours for attendance to earn course credit:

- Block Schedule Schools: 126 Clock Hours
- Traditional Schedule Schools: 153 Clock Hours

The initial three (3) lawful absences are handled between student and teacher(s). Students are expected to make up work assigned during the lawful absence(s) within three school days of the student's return to school. The ultimate responsibility for make-up work lies with the student. Students who have excessive excused absences from a class during the following time periods will be recorded as incomplete status until make-up time has been met:

- Four (4) absences during a marking period from a 180-day class.
- Four (4) absences during a marking period from a 90-day block class.
- Four (4) absences during a marking period from a 90-day A Day/B Day class.

(See Suspensions for information regarding absences resulting from suspension from school.)

### Unlawful Absences

Unlawful (unexcused) absences: the student's willful absences from school without the knowledge of the parents/guardians, or the student's absences from school without justifiable causes with the knowledge of parents/guardians.

### Excessive Unlawful Absences

Students who have excessive unlawful absences from a class during the following time periods will be placed on INCOMPLETE STATUS (INC) until attendance obligations have been met and must apply for a "Request for Permission" to complete attendance obligations:

- Four (4) absences during a marking period from a 180-day class.
- Four (4) absences during a marking period from a 90-day block class.
- Four (4) absences during a marking period from a 90-day A Day/B Day class.

Parents will be notified by the school of the INCOMPLETE STATUS (INC). The INCOMPLETE STATUS (INC) will be recorded on the report card in lieu of a letter grade for all courses each marking period, regardless of that student's present grade average. Students can meet course attendance obligations, thereby eliminating INCOMPLETE STATUS (INC). Programs may include opportunities for making up time and assignments before school, after school, on weekends, or teacher workdays. Each excessive absence (unlawful and lawful) is made up by:

- Block – 1 absence = 45 minutes make-up time
- Traditional – 1 absence = 30 minutes make-up time

When an absence qualifies for make-up time, it should be made up three (3) days following that absence. If the absence occurs at the end of a grading period, the absence must be made up within ten (10) days. In the last grading period of the year, all absences must be made up within that grading period.

A student who has completed the make-up time to earn credit will receive his/her earned grade. If a student does not complete the make-up time, their INCOMPLETE STATUS will convert to an F (59) as their final grade for that marking period.

In addition to make-up time policy, students with unlawful absences may face disciplinary consequences (as described in Code of Conduct).

### Request For Permission

Students and parents may appeal to the principal for permission (e.g., medical and/or unusual circumstances) to remove INCOMPLETE STATUS (INC) or to extend make-up time. This request must be made in writing to the principal within ten (10) school days of notification of INCOMPLETE STATUS (INC). Additionally, a request for permission to amend the INCOMPLETE STATUS (INC) due to a chronic medical condition needs to be made in writing to the principal and include appropriate medical documentation.

### Notification Of Absences

The following schedule will be used to notify parents/guardians of student absences:

- After 3 absences
- After 6 absences
- After 10 absences

Methods of notification vary from school to school but can include personal telephone messages, computer-generated telephone messages, letters, and home visits. Parents should monitor their student's attendance closely; notifications sent by the school can follow the actual absence by a number of days due to time needed for processing, mailing, etc. Schools may also communicate attendance information to parents through a student information application.

### State Mandated Attendance Policy

Parents/Guardians with students under the age of 16 years will receive notification under North Carolina General Statute (G.S. 115C-378). According to North Carolina General Statute (G.S. 115C-378), unlawful absences will result in conferences with parents/guardians. Unlawful absences and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if a student is under sixteen years of age. North Carolina General Statute (G.S. 115C-378) requires attendance until age sixteen.

### More Important Attendance Information

The principal has the authority to waive seat time requirements when students have chronic health issues or other significant obstacles.

Attendance notes: A note from a parent or guardian is required when students are absent. All notes are due within three school days after a student's return. Failure to present a note will result in that absence being categorized as unlawful.

**Tardies:** Each school will design its own program for discouraging students from being late to school or class.

**Field trips:** Students are considered "present" in school when on field trips and other school-sponsored activities. Ask your attendance staff or school administrator when clarification is needed; refer to each individual school's procedure.

**Time required in class:** Attendance in class for at least one-half of the class period is required for the student to be counted "present".

**Suspensions:** By state statute, out-of-school suspensions are counted as lawful absences. Therefore, absences incurred from Out of School Suspension (OSS) do NOT have make-up time.

**Athletic participation:** The North Carolina High School Athletic Association (NCHSAA) requires students to meet local attendance requirements for athletic participation. All Guilford County high schools are members of NCHSAA and their players/participants must meet these local requirements to be eligible for athletic participation. Students are responsible for having knowledge of and meeting these local requirements; coaches and school athletic directors can provide complete information regarding NCHSAA regulations. All absences, excused and unexcused, whether they have been made up or not, count towards attendance eligibility.

### Requirements for Athletic Participation

In order to participate in any sport, a student in a 4 x 4 block schedule must pass three out of four courses for the semester immediately prior to the semester of participation, meet LEA promotion requirements and meet any additional individual school requirements. Students on a traditional schedule must pass five courses the previous semester to be eligible. Lab courses that a student is taking for credit but which are listed as an audit class do not carry a grade and do not count toward passing the minimum number of courses passed per semester.

In addition to academic requirements established by the North Carolina High School Athletic Association, high school students must also earn a minimum GPA for the previous semester. Students in grades 10-12 must earn a minimum 2.0 weighted GPA for the previous semester. First-year freshmen have no GPA requirement for their first semester upon entering the ninth grade, but must earn a 1.5 weighted GPA for the first semester in order to be eligible for the second semester.

**Attendance:** To be eligible for athletic participation, students must also have been in daily attendance 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, summer school and/or any other means to make up academic work. (In determining attendance, ALL absences count towards the total.)

In addition to the above listed academic and attendance requirements, there are several other requirements established by the North Carolina High School Athletic Association that govern athletic eligibility in North Carolina. Among those are:

**Age:** A student may not participate in any sport if his or her 19th birthdate comes on or before August 31st of the present school year.

**Eight Semester Rule:** A student may not participate at the high school level for a period lasting longer than eight consecutive semesters, beginning with the student's first enrollment in the ninth grade.

**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, prior to participation, including tryouts.

**Promotion Standards:** All students must meet local promotion standards set by the GCS. A set number of total units earned must be met in order to be promoted to the next grade level (see page 4 of this book).

**Residence Requirement:** A student is eligible to participate at the school to which he or she is assigned by the Board of Education. Transfers within the GCS administrative district are governed by local Board of Education Policy.

The athletic director and coaches at each high school can tell you what sports are offered.

Once each school year, high school student athletes and their parents will be required to complete an "Athletic Participation Form." The form must be completed and on file with the school prior to participation in a contest. Along with the Athletic Participation Form, parents must submit two documents as proof of residence.

### Guilford County Schools Virtual Public School (GCSVPS) and Eligibility

**GCSVPS and High School Eligibility Standards:** GCSVPS courses can be used in determining whether the student meets high school eligibility standards. Virtual course credit can be used toward: 1) number of courses passed requirement and 2) calculating GPA.

**GCSVPS and NCAA Eligibility:** GCSVPS courses DO NOT count toward NCAA eligibility. Online courses taken through NC Virtual Public School and Apex Learning Virtual School are NCAA approved. If you have any questions, please contact the GCS Blended Learning department at **336-334-0090**.

### College-Bound Student-Athlete

To play sports as a freshman in NCAA Division I and II, you must register with the NCAA Eligibility Center and meet specific standards. If you are planning to play sports at the college level you should visit the NCAA website at [ncaa.org](http://ncaa.org) and download the current version of the Guide for the College-Bound Student-Athlete.

### NCAA Eligibility Center Certification

If the student intends to participate in Division I or II athletics as a freshman, then he/she must register and be certified by the NCAA Eligibility Center.

### Fee Waivers

High school counselors may waive the application fee if the student has previously qualified for and received a waiver of the ACT or SAT fee.

### Test-Score Requirements

(SAT, ACT) In Division I and II, the student must achieve the minimum required SAT score or ACT score before his/her first full-time college enrollment in order to qualify.

### Additional Information

Athletic information included is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For more information regarding the rules, please go to [www.NCAA.org](http://www.NCAA.org). Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the NCAA Eligibility Center Web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

## High School Options

HIGH SCHOOLS	THEME	GRADES
Andrews Early College	Aviation and Engineering/Post-Secondary Study	9-12
	Health Sciences	9-12
Advanced Placement Capstone Academy at Western Guilford High School	Advanced Placement Capstone	9-12
Dudley Early College Academies	Engineering, Education, and Health Sciences	9-12
The Early College At Guilford	Advanced High School/Post-Secondary Study	9-12
The STEM Early College at NC A&T State U.	High School/Post-Secondary Study	9-12
Greensboro College Middle College	High School/Post-Secondary Study	11-12
Grimsley	International Baccalaureate Diploma Programme	9-12
Doris Henderson Newcomers School	English Language Learning	3-12
High Point Central	International Baccalaureate Diploma Programme	9-12
Kearns Academy at Central	Business & Information Technology and Health Sciences.	9-12
The Middle College at Bennett	High School/Post-Secondary Study	9-12
The Middle College at NC A&T State U.	High School/Post-Secondary Study	9-12
The Middle College at GTCC - Greensboro	High School/Post-Secondary Study	9-12
The Middle College at GTCC - High Point	High School/Post-Secondary Study	9-12
The Middle College at GTCC - Jamestown	High School/Post-Secondary Study	9-12
The Middle College at UNCG	Health & Life Sciences/ STEM High School/Post-Secondary Study	9-10
Page	International Baccalaureate Diploma Programme	9-12
Penn-Griffin	Performing and Visual Arts	9-12
Southern	Education	9-12
	Agricultural Science	9-12
	Health Sciences	9-12
Smith	International Baccalaureate Diploma Programme	9-12
The Academy at Smith	Electrical Trades and Health Sciences	9-12
Weaver	Performing and Visual Arts and Advanced Technology.	9-12

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 student's 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, students who are interested in the sciences, students who want to begin their college study early, and students who 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 visit [www.gcsnc.com](http://www.gcsnc.com) search for Magnet and Choice Schools.

## The Andrews Aviation Academy Early College Program

*Location: T. W. Andrews High School*

The Aviation Academy is an Early College Program that prepares advanced students for the aerospace and engineering fields through a hands-on, project-based, inquiry-driven process. Five specific tracks are offered: engineering, pilot, airframe and powerplant (A & P) mechanic, avionics technician, and airport management.

Students can earn industry and Federal Aviation Administration (F.A.A.) certifications/licenses and graduate with up to 68 college credits—tuition and books are free! Students are given the opportunity to finish the associate degree at Guilford Technical Community College (GTCC) while in high school and then transfer the credits to the Greensboro campus of Embry-Riddle Aeronautical University or to other colleges and universities, such as A&T or N.C. State. After 2 years post high school, students can earn the bachelor degree, if desired.

Students can also take advantage of job shadowing experiences and paid internships in the aviation field, complete a SolidWorks mechanical engineering 3-D modeling certification test, and use an FAA approved flight simulator to gain dual instructional time logged in a personal pilot logbook. When students graduate, they can have an associate college degree as well as certifications, licenses, and work experience in the chosen field!

Students interested in joining the aerospace industry—or those who simply love aviation and engineering—will enjoy the rocketry, aviation, engineering, structural design and testing components of the program, as well as the flight simulators in the Aviation Lab.

## Andrews Early College of Health Sciences

*Location: Andrews High*

Through a collaborative program developed by GCS and area colleges and universities, students have the opportunity to pursue college credit while in high school. Students selected to be in the program will take a rigorous high school course of study to include related health science courses. The high school senior year will consist of a full time course of study in which students will attend Guilford Technical Community College at Jamestown. Students must also meet the criteria for admission status to GTCC. Andrews Early College of Health Sciences offers an opportunity for motivated students to prepare for a future career in the field of health sciences to include nursing, biotechnology, respiratory therapy, physical therapy, pharmacy or medicine to name a few. Early College Academy students may also be afforded the opportunity to earn certifications (CNA, pharmacy tech, etc.) through our program. Those who take full advantage of the senior dual-enrollment year avail themselves to the benefits of gaining exposure to the college experience; exhibiting high scholarship potential to their choice college; earning college credit hours; and engaging in a challenging environment that stimulates learning, encourages academic development, and perpetuates maturity. Students who complete the early college program earn an Early College diploma in addition to the GCS diploma.

## Advanced Placement Capstone Academy at Western Guilford High School

### *Location: Western Guilford High*

The Advanced Placement (AP) Capstone Academy at Western Guilford High School is the first school in North Carolina to partner with College Board in their launch of AP Capstone Programming. The Program is designed to provide students an opportunity to apply critical thinking, collaborative problem solving, and research skills in a cross-curricular context. Students will engage in a rigorous academic experience combined with the support systems necessary for success. Enrichment sessions led by the AP Coordinator and AP staff, in addition to the enriching off-campus experiences, will foster leadership skills and innovative practices by students.

The College Board's AP Capstone Program is built on the foundation of a new, two-year high school course sequence – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. The Capstone program will also expose students to performance tasks, research methodology, and multimedia communication. Successful completion of the Capstone program will culminate in the students' ability to make cross-curricular connections and possess the skill sets to conduct college level research while working toward earning the AP Capstone Diploma or AP Capstone Certificate.

Students will begin an approved rigorous course of study in the freshman year, which may include AP courses. Freshman and sophomore students will be exposed to a writing intensive curriculum that will prepare them for collegiate level coursework. During their Junior and Senior year, students will select in-depth, discipline specific AP courses aligned with the student's interests and abilities, while meeting NC's Future Ready Course of Study. Students will complete AP exams each May. This may result in academic recognitions, credit hours at the college or university level, and the College Board recognized AP Certificate or Diploma.

Students will be taught on a traditional schedule by AP certified teachers, whose overall proficiency rate surpasses that of the state of North Carolina. Students will be expected to complete the requirements of Guilford County Schools Service Learning Diploma and attend the Academy's lecture series, which will feature area leaders and speakers from local universities. Through intense academic rigor and service learning, students will be able to produce solutions to real world problems that prepare them for a successful collegiate level experience.

## Dudley Early College Academies of Education, Engineering, and Health Sciences

### *Location: James B. Dudley High School*

GCS offers an exciting academy program through a collaborative partnership with area colleges and universities. Students begin an approved rigorous course of study in the ninth grade preparing them for dual-enrollment as high school seniors and first-year college students. The courses for the programs are set for each Academy area with some opportunity for student selection. All academy students must complete a minimum of 150 hours of service learning opportunities before graduation.

A highlight of the senior year experience is the opportunity to spend their final year of high school studying on a local college or university campus. GCS pays for tuition and books at NC A&T State University for students in the Early College Academy of Engineering. GCS pays for tuition and books at Guilford Technical Community College for students in the Education and Health Science Academies. During this year, students are encouraged and supported in applying for scholarships to assist with continuing their undergraduate education (e.g., monies for tuition and fees) once they graduate from high school. All graduates of the Academies will be Future Ready Core and College Tech Prep completers which will provide them the opportunity to continue in their chosen area of study.

Highly motivated rising ninth graders who are interested in a rigorous academic program that leads to a future career are excellent candidates. To be considered for the Dudley Early College Academies, applicants should have scored at Level III, IV, or V on Math and Reading End-of-Grade (EOG) tests. Students must meet any college/university entrance requirements for the dual-enrollment year. Students completing the program are often the beneficiaries of high scholarship potential, making connections that foster success throughout their post-secondary years, and exceptional academic development and maturity.



## The Early College At Guilford

*Location: Guilford College*

The Early College at Guilford seeks to foster the academic, creative, and social gifts of students through two levels of study: accelerated high school and college. Students take Honors and AP courses in grades 9 and 10 and are enrolled as full-time college students at Guilford College in grades 11 and 12.

Highly qualified teachers from Guilford County Schools teach ninth and tenth grade courses at the honors and Advanced Placement levels. Although students primarily interact with other ninth and tenth graders, they also have access to Guilford College resources, including Hege Library, the Learning Commons, and dining facilities. In addition, The Early College at Guilford offers students a variety of opportunities for service, teamwork, and leadership development through participation in the school's many clubs and competitive academic teams.

In consultation with the college liaison, eleventh and twelfth grade students build Guilford College schedules—at least four courses per semester—that meet their individual needs and interests as well as high school graduation requirements. Guilford College's academic program includes 38 majors and 54 minors, providing a wide range of liberal arts and pre-professional opportunities. Students are enrolled in these courses with undergraduate students and are taught by Guilford College professors. Additionally, students enroll in a seminar class each semester for academic/social support and guidance. Early College students graduate with a high school diploma and two years of college credit from Guilford College.

Students with a solid record of excellent academic performance and a desire for a challenging academic experience should apply to The Early College at Guilford. A strong candidate typically scores at or above the 93rd percentile on state or national norm-referenced tests. Successful ECG students are willing and able to approach difficult problems or situations with creativity, fortitude, and resilience.

Students are selected to attend the school in a competitive process that evaluates academic achievement, standardized test results, academic recommendations, personal essays and self-reported interests and activities.

## The STEM Early College

*Location: NC A&T State University Campus, Smith Hall; 402 Laurel Street*

*Theme/Program: Science, Technology, Engineering and Mathematics - Grades 9, 10, and 11*

The STEM Early College at North Carolina A&T State University is a unique school which offers students challenging courses and project-based learning activities that delve into the worlds of science, technology, engineering and math. Students are made aware that future careers will be in these fields and the challenge of the staff and administration is to ensure that they are college, career and future ready as they explore programs based on three academic strands: Biotechnology Biomedical Sciences, Engineering/Computer Science and Renewable Energy.

Students begin work on a North Carolina approved rigorous course of study in the ninth grade preparing them for dual-enrollment in college courses during their junior and senior years. Students in ninth and tenth grades take Honors and Advanced Placement courses taught by select teachers from GCS in a block schedule and/or A/B Day schedule. Students are enrolled in eight courses per year as well as one course for two summers. The challenging curriculum prepares students for a smooth transition to N.C. A&T State University.

The STEM Early College also offers clubs, academic teams and activities that provide enrichment and the requisite character education and service learning opportunities that foster leadership, service and collaboration.

Students who attend The STEM Early College are self-motivated, responsible and highly organized. They are creative and independent thinkers and learners who appreciate academic and personal challenges. Students are selected to attend the school through a rigorous process that evaluates academic achievement, standardized test results, academic recommendations, personal essays and an overall resume including community activities and interests. Successful candidates typically are at or above grade level on standardized tests and have a minimum of 3.5 GPA overall. Additionally, students must be formally accepted into N.C. A&T at the end of their sophomore year. Students graduate with a high school diploma and up to two years of college credit from N.C. A&T State University.

## International Baccalaureate Diploma Programme

*Locations: Grimsley High, High Point Central High, Page High, Smith High*

The International Baccalaureate (IB) Diploma Programme offers a rigorous, two-year course of study for high school students. Designed for the self-motivated and hardworking individual, IB provides successful candidates an internationally recognized diploma and preparation for study in the world's most demanding colleges and universities. Diploma candidates complete a series of written and oral examinations at the completion of courses during their junior and senior years. In addition to study in the areas of English, World Language, Individuals and Societies, Mathematics, Experimental Sciences and an IB Elective, students must satisfactorily complete the Theory of Knowledge course, write an Extended Essay, and participate in approved Creativity, Activity and Service extracurricular activities.

All courses listed under IB are offered at each school. Course offerings are based on interest, participation and the school's ability to adequately schedule and support a course. Please check with the IB coordinator at a particular school to see if a course is offered at a given location.

## Doris Henderson Newcomers School *Theme/Program: English Language Learning*

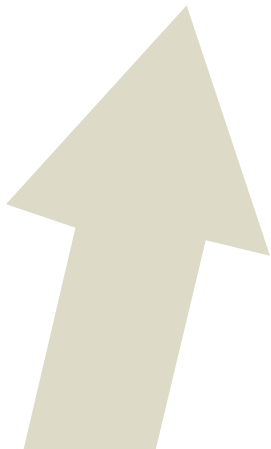
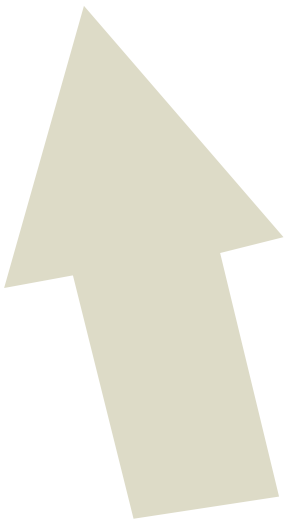
GCS is proud of its diversity. Across the district, GCS students speak more than 100 languages and dialects. Approximately 6,000 English language learners are enrolled in GCS, and those numbers are expected to increase. When we strive to provide an environment that meets the needs of English language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

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. The school operates on a 10-month schedule. 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 a 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 local colleges and universities, city attractions, the North Carolina Zoo, parks and museums.

Prior to completing the program at 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, personnel conduct follow-up sessions with students. To enroll or obtain information, please call Doris Henderson Newcomers School at **(336) 316-5883**.



## The Kearns Academy at Central

### *Location: High Point Central High*

The Kearns Academy at Central is designed to provide students with the knowledge and skills necessary to make a successful transition to college and/or a future career. The Academy has two pathways: Health Science and Information Technology (IT). In Health Science, students are introduced to the health field, the concepts of personal, family, and community health and disease control through classroom instruction, case studies, hands-on activities, interactive computer modules and internships. Students, under the supervision of teachers, complete internships in which they work with actual patients in a medical facility. Students must also master more than 60 individual patient care skills with 100 percent accuracy and successfully pass a written exam to qualify as a Certified Nursing Assistant I (CNAI). IT classes are offered to prepare students for careers in computer programming, software design, and game development. Students also learn essential Microsoft Office skills and can become certified upon passing required exams, which make students more marketable to employers. Honors and Advanced Placement (AP) classes are offered to prepare students for success at the college level. Foreign Language in Spanish and Latin is offered to provide students an opportunity to earn dual diploma status and be eligible to attend a four-year college or university after graduation. This rigorous preparation serves as an excellent foundation of knowledge and skills for students who enter the workforce after high school and those who wish to continue medical study beyond high school. While completing their pathway, many students are able to complete the majority of their graduation requirements by the end of 11th grade in preparation for enrollment in college courses during the senior year. All tuition expenses are paid by GCS, allowing students to earn up to one year of college credit tuition-free.

## Middle College High Schools

A middle college high school provides an exciting, innovative program for students who may often be described as disengaged or at risk for not being in the best educational environment to meet their needs. Students who consider enrollment in Middle College have academic ability and talents but may not reach their full academic potential at the traditional high school setting. The seven middle colleges are located on the campuses of colleges and universities across Guilford County. All serve up to 200 students. The average class size is about 15 students. These small group settings help nurture close personal relationships between students and teachers and with other peers.

## Greensboro College Middle College

### *Location: Greensboro College*

Greensboro College Middle College offers a challenging curriculum and the opportunity for dual enrollment in both high school and college courses to capable high school juniors and seniors. GCMC harnesses the power of the college campus as a means of engaging, challenging, and empowering students in an accepting, unique environment. Students have access to most campus facilities excluding the dormitories and residence halls. Also, they may participate in all campus activities and events except sports and athletics. GCMC operates on a block schedule and has a calendar that is closely aligned to the college's calendar. The school day begins at 7:50 a.m. and ends at 2:50 p.m. and runs on a semester schedule with four classes per day. Students have the potential to take up to two college courses per semester. GCMC only offers the Future Ready Core. GCMC offers a smaller class size in a nurturing family-like environment where students can form close, personal relationships with adults. Students who were disengaged prior to attending GCMC find that the relationships they build with the faculty, small class sizes, the power of the college campus and the ability to balance freedom with responsibility are strong motivators for academic re-engagement. Students must be in the 11th or 12th grade to attend and should apply in the spring of their 10th grade year to enter as an 11th grader.

The Middle College at Bennett  
*“Where success is not an option, but an expectation!”*

*Location: The Campus of Bennett College*

Through a collaborative arrangement, Bennett College and GCS established the first all-female public school in North Carolina—and one of a few such public schools in the nation. The Middle College at Bennett is a school for young aspiring women who are responsible, respectful, coachable and persevering. The school is a unique opportunity for students who are disinterested in, disconnected from and/or dissatisfied with the traditional high school setting. The school boasts a learning environment characterized by small classes and a warm and nurturing school staff.

The Middle College provides access to all courses required for high school graduation; additionally, all students have the opportunity to enroll in college courses with tuition paid by the school district. Students are actively engaged in many aspects of college life at Bennett, including Convacatum EST, College Choir, the Queen Association, renowned guest speakers’ presentations, art displays and theatrical productions.

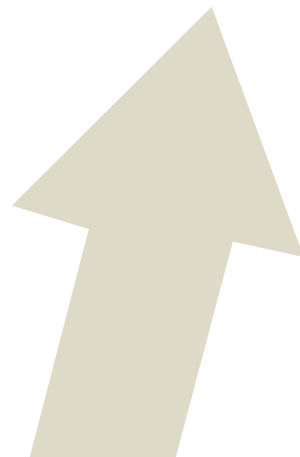
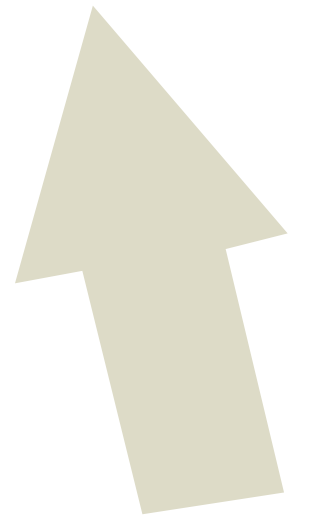
The Middle College serves students in grades nine through 12 and operates on a block schedule. Students may take four classes per day each semester and up to two college courses per semester. The Middle College offers college/university preparation as well as the College Tech Prep Business Career Cluster course of study.

Students have the opportunity to participate in school clubs. Students are assigned advisors from the school faculty to assist them with leadership development as they reach their goal of high school graduation and matriculation into college and/or the work force.

The Middle College at NC A&T State University

*Location: Hodgkin Hall*

In a collaborative agreement with North Carolina A&T State University, GCS is proud to provide the first all-male public school in North Carolina and one of a few in the nation. This unique publicly-funded school offers smaller class size and the opportunity for students to build supportive relationships with teachers and administrators. The classroom environment allows students the chance to receive the individual attention and support necessary for academic success. Students have access to courses required for graduation. It is the school’s goal for every student to graduate with a high school diploma and two transferable college credits with tuition paid by the school district. The Middle College at North Carolina A&T State University is open to all male high school students in grades 9 through 12. Students interested in attending the Middle College must complete an application, submit letters of reference and attend an interview accompanied by their parent/guardian.



## The Middle College at GTCC - Greensboro

*Location: Guilford Technical Community College, Greensboro Campus*

The Middle College at GTCC-Greensboro provides the opportunity to complete high school and earn up to an Associates degree. The faculty and staff of The Middle College at GTCC-Greensboro help students identify their strengths and true potential in a supportive environment, empowering students to develop and achieve goals. The school strives to meet and exceed state and national accountability standards and is committed to using staff, community, and technology resources to meet these challenges.

### **Facts about The Middle College at GTCC-Greensboro:**

School Day – 11:30 a.m. to 5:15 p.m. • Block Schedule  
 • Small class sizes with a student teacher ratio - 12:1  
 • Honors level high school classes as part of a NC Future Ready Core • School year is aligned with the college schedule starting in early August • Five year option to complete an associate's degree at GTCC • Student Council and National Honor Society • Student clubs • More than 80 percent of students enrolled in college classes • Awards and Recognitions: Graduation Rate 100% - multiple years; Nationally recognized for excellence by US News and World Report 2015; Nationally recognized as a Top High School in America by Newsweek - 2014 & 2016

## The Middle College at GTCC-High Point

*Location: Guilford Technical Community College, High Point Campus*

The Middle College at GTCC High Point is an innovative high school located on the campus of Guilford Technical Community College on South Main Street in High Point. The middle college began in 2005 and currently enrolls 125 students in grades 9-12. Our size allows us to offer small class sizes and the personalized education that all students deserve.

The aim of the middle college model is to graduate students who earn a high school diploma as well as two years of transferable college credit or an associates degree all at no cost to their families. The target population for the middle college is not limited to first generation college-goers, the disengaged student or other historically underserved populations.

Students interested in attending The Middle College at GTCC High Point must possess the maturity and independence to accept the challenges of this innovative school. We are a small non-traditional public school that offers a specialized high school experience. Our school offers real-world learning opportunities in and out of the classroom. Our students are able to participate in college visits, various clubs, and student-led Service-Learning projects.

The school operates Monday through Friday from 11:30 a.m. until 5:30 p.m. and follows a calendar similar to GTCC's academic calendar, beginning in early August. All high school core classes are taught at the Honors' level. Electives include leadership, photography, and ACT Prep. Our personal investment in each student focuses on stretching the potential for academic and career success.

## The Middle College at GTCC–Jamestown

*Location: Guilford Technical Community College, Jamestown Campus*

The Middle College at GTCC–Jamestown opened in 2001 along with Greensboro College Middle College becoming North Carolina’s first middle college high schools. Students in grades nine through 12 attend honors level classes at the school from 11 a.m. until 5:00 p.m. In 2004, the school became one of five reform high schools in North Carolina selected by Governor Easley’s Learn and Earn initiative. The specific goals of the Middle College at GTCC–Jamestown are:

- To create and maintain a model academically rigorous middle college high school serving grades 9-13
- To serve a diverse student body that reflects the diversity of the GCS district with emphasis on first-generation college students, underrepresented populations, and students who are at-risk that would benefit from a small non-traditional environment
- To ensure that students graduate with both a high school diploma and some college credit, up to and including an associate’s degree or two years of college credit within four or five years
- To promote a career and college ready culture through integration of extensive career exploration via job shadowing, school-wide business field trips, guest speakers, and personal self-exploration. College visit field trips and a personalized college and career plan will be developed for each student.

The school staff is committed to providing individualized attention and celebrating the diversity and uniqueness of each student. The school district pays for all textbooks and tuition for college level courses. Transportation is also provided. The mission of the Middle College at GTCC–Jamestown is to provide rigorous, relevant, engaging instruction and to build positive relationships to eliminate failures, suspensions, and dropouts, and helping to ensure that 100% of our diverse students graduate in four or five years with an associates degree or some college credit.

## The Middle College at UNCG

*Vision: The vision of the Middle College at UNCG is to develop and prepare globally responsible individuals for the health and life sciences to be college, career and life ready.*

*Mission: In collaboration with our parents and community partners, we will continuously create an academically rigorous, nurturing and safe learning environment where students explore health, medical and youth development careers as they increase their knowledge of STEM.*

*Location: The University of North Carolina at Greensboro*

The Middle College at UNCG was established in 2011 with the goal of providing a unique educational experience for students who are seeking and/or need a different educational experience than the traditional setting. Students may be disengaged or at risk for not getting the level of instruction needed to reach their full potential. Each year 50 students, who are primarily interested in the health and life sciences, will be selected to share in this unique educational opportunity. The average teacher to student ratio is 1 to 17.

In addition to offering honors level and AP classes, the MC at UNCG gives students the opportunity to earn up to two years of college credits, primarily medical and/or health-related, beginning their freshmen year. Meanwhile, students are able to meet their high school graduation requirements while earning these college credits. The college courses selected can serve as a basic foundation for preparing students to pursue a degree in health and medical fields, and/or general college readiness. Additionally, leadership skills, service learning and character development are also emphasized throughout the program. Students are required to earn 250 service learning hours beginning their freshmen year.

Other components of the program include opportunities to get early hands-on exposure to health, medical, and community and youth development careers. Students participate in “Pathways to Medical and Health Careers” on a weekly basis. During the freshmen year students explore to different aspects of the health, medical and youth development careers. In their sophomore, junior and senior years, students are involved in shadowing and internship experiences with various partners throughout the community.

The MC at UNCG is affiliated with the North Carolina New Schools’ (NCNS) Health and Life Sciences STEM (Science, Technology, Engineering and Mathematics) Affinity.

Related careers that students may be interested in pursuing include: Pharmacy, Nursing, Public Health, Medical Accounting, Prosthetic Engineering, Doctor, Veterinarian, Medical Artist, Music Therapy, Ophthalmology, EMS, Medical Administration, Sports Medicine, Optometrist, Orthopedist, Social Worker, Genetic Counseling, etc.

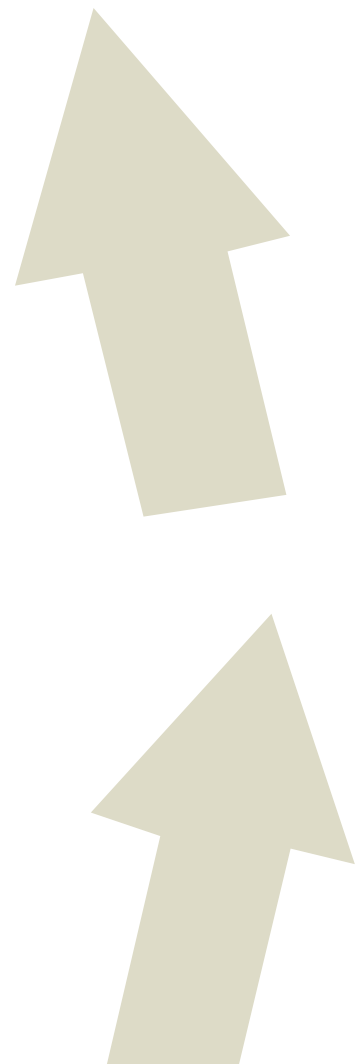
We encourage serious-minded students who are looking for a more hands-on educational experience and interested in the health, medical and youth development fields to apply. These students must be mature enough to handle the responsibilities of being on an open college campus. We strongly encourage all of our students to maintain a minimum G.P.A. of 3.0 during their attendance at the Middle College at UNCG, where we are “Preparing Every Student To Be College, Career and Life Ready!”

## Penn-Griffin School for the Arts

### *Location: Penn-Griffin*

Penn-Griffin School for the Arts offers courses in eight arts disciplines: Band, Chorus, Dance, Guitar, Orchestra, Piano, Theatre and Visual Arts. Unique to Penn-Griffin is the opportunity for students to journey through the arts in one school from sixth grade through twelfth grade. School acceptance is based on a comprehensive application process including academics, audition, and an interview. Upon acceptance into the high school program, the student will continue formal study in his/her art concentration through a supportive environment with other students who share the passion and love for the arts. The rigorous academic curriculum is only offered at the Honors and Advanced Placement levels.

High School Students who are interested in applying to Penn-Griffin School for the Arts will complete and submit a paper application to the main office of Penn-Griffin by the deadline. The academic review team will assess the student’s record for placement in an Honors and Advanced Placement curriculum. Students who continue in the application process will be contacted by the Arts teacher(s) for an Audition and Interview.



## Southern Academy of Education and Advanced Sciences

### *Location: Southern High*

Southern Academy of Education and Advanced Sciences offers academy programs in three strands: Education, Agriscience and Medical Science. The Academy is designed to give highly motivated students the opportunity to explore a focused educational and career path through specialized courses in each student's selected strand.

The Education Strand offers Teacher Cadet courses and internships at area elementary and middle schools. It also offers Early Childhood courses involving internships to area daycares. In the Agriscience Strand, students may focus on Animal Science or Horticulture. During their senior year, students participate in an internship that offers real world experience. Students in the Medical Science Strand pursue a course of study in Medical Careers, leading to becoming a Certified Nursing Assistant. Students may also receive endorsements in Pharmacy Technology.

All students in the Medical Science Strand participate in internships at local health care facilities that introduce them to a career in the medical field.

Working together, the student, parents and academy director create a schedule and program of study that meet all Academy and North Carolina graduation requirements. Upon successful completion of the prescribed course of study, students graduate with a local endorsement as an Academy student.

The Southern Academy is ideal for students who desire to get a head start on their college and career preparation, but still want the complete high school experience. Most Academy students at Southern participate in sports and/or a variety of extra-curricular clubs and activities. Additionally, all Academy students are given the opportunity to take Honors and Advanced Placement courses. Academy students may also take courses offered to other students at Southern, which include electives in scientific visualization, journalism, the performing and visual arts and a full slate of career and technical education courses.

This exciting and rewarding opportunity is available to all students throughout Guilford County. All interested students must apply for admission through the High School Options application process.

## The Academy at Smith

### *Location: 2225 South Holden Road*

The Academy at Smith provides relevance, rigor and much-needed relationships for students who are eager to distinguish themselves from the competition. Our goal is to ensure that students receive a world-class education while gaining advanced training in a choice of one of two pathways: Health Sciences or Construction/Pre-Engineering. Health Sciences students prepare for careers including biologists, pharmacists, physicians, radiologists, nurses, surgeons, dentists, dental hygienists and veterinarians. Electrical Trades/ Pre-Engineering students prepare for potential careers as electrical engineers, electricians, builders, contractors, inspectors, entrepreneurs and many more. Students can also take an array of business courses.

Students will complete core subject area classes and requirements for a high school diploma. Students may earn dual credits during their junior and senior year at Guilford Technical Community College (GTCC), which may be transferred to other colleges and universities, or students may graduate from high school in three years and apply to a college or university of their choice. The Academy at Smith builds on this foundation with an opportunity for students to gain practical experience and dual-enrollment in both high school and college courses. Academy students will graduate with the competitive edge needed to be successful in a new global economy.

The Academy serves grades nine through 12. Classes are small with no more than 20 students. Students are offered opportunities to take Honors and Advanced Placement (AP) courses. Students have opportunities to earn national certifications such as Certified Nursing Assistant I (CNA I) in their career pathway. Students complete required job shadowing, apprenticeships, and/or clinicals in their selected career pathway.



## Weaver Academy for Advanced Technology and Performing and Visual Arts

Weaver Academy for Advanced Technology and Performing and Visual Arts, under the Philip J. Weaver Education Center, showcases two extraordinary educational programs in the district: a part-time school for students interested in advanced technology courses and a full-time school for creative students immersed in a performing and visual arts track of study. Located in downtown Greensboro, Weaver Academy specializes in advanced technology and audition-based performing and visual arts courses. The full-time Academy for Performing and Visual Arts High School has an enrollment of 300 performing and visual arts students in grades nine through 12. Approximately seven hundred 10th-, 11th-, and 12th-grade students are enrolled in the part-time Academy for Advanced Technology.

## Weaver Academy for Advanced Technology

Weaver offers unique Career and Technical Education (CTE) courses that expand the opportunities available to high school students. Courses are available in Information Technology in the areas of Microsoft, Cisco, CompTIA, Computer Programming, Cyber Security and Digital Forensics. In addition, instruction is provided in state-of-the-art labs in the areas of Apparel Production, Interior Design, Electronics, Heating and Air Conditioning, Game Art Design, Modeling and Animation, Electrical Trades, Culinary Arts, Health Sciences, Adobe Visual Academy, Carpentry, Diesel Technology, Automotive Technology, Collision Repair, Metals Technologies, and Project Lead The Way programs in Biomedical and Engineer Technologies. Weaver Academy provides a cutting-edge learning environment with opportunities for students to earn nationally recognized certifications. Students who wish to take advantage of these opportunities continue to be members of their districted school and are transported each day to Weaver and back to take selected courses. Weaver course offerings can be found on the high school registration sheet and should be selected along with other high school courses during the registration process.

## Weaver Academy for Performing and Visual Arts

The Weaver Academy is a full-time option high school (grades nine through 12) which offers the added ingredient of correlating the arts with academics. The Academy provides career preparation in an artistic discipline through individualized instruction and cultural enrichment. Weaver prepares its graduates for college and university admission. Highly motivated and talented students who are interested in a rigorous academic program with a concentration in performing or visual arts are encouraged to apply. Students are invited to interview and audition for a chance to be a part of the Weaver Academy. Our mission is to challenge the most talented, artistic students to perform, critique and respond at a high level of art while pursuing a lifelong passion for the arts professionally and academically. Weaver enhances a student's art experience and offers creative opportunities in a caring and supportive setting.

## GCS Saturn Program

The GCS Saturn Program operates outside of regular school hours at each of our 15 traditional high schools. The Saturn Program is designed to give self-motivated high school students who are reading on or near grade level an opportunity to recover credit from a previously failed course, enabling them to get back on track and graduate on time with their peers. Priority is given to those students who are currently fourth year juniors and fifth year seniors. Courses used for credit recovery in the Saturn Program are delivered to the students through online instruction. To recover credit, students are responsible for completing all lessons and tests within each module at the designated mastery level set for that course.

For more information on the Saturn Program, contact your school's counseling office, or the Guilford County Schools Blended Learning department at 336-334-0090.

## Twilight School

Twilight High School is an evening high school program designed to help those students who have not found success in a traditional high school setting. The primary focus will be on students who are at risk of dropping out, have already dropped out or have remained in school and have failed to graduate within four years. Currently, applicants should be within eight credit hours of graduation. Twilight school operates from 2 p.m. until 8 p.m., Monday through Thursday. For more information, contact **336-282-6797**.



# ARTS EDUCATION CONCENTRATIONS

**Four units needed to complete concentrations.**

**Concentrations are not required for graduation by GCS but are recommended.**

## MUSIC - INSTRUMENTAL - BAND CONCENTRATION

Level	Course	Prerequisites
1	Band Beginning	None
2	Band Intermediate*	Band Beginning and/or Proficiency Assessment
3	Honors Band Proficient*	Band Intermediate and/or Proficiency Assessment
4	Honors Band Advanced	Honors Band Proficient and/or Proficiency Assessment

## MUSIC - INSTRUMENTAL - BAND ENRICHMENT\*\*

Course	Prerequisites
Jazz Band (Beginning-Advanced)	Previous Level Completion and/or Proficiency Assessment
Honors Music Theory (Advanced)	Teacher Approval and/or Assessment
AP Music Theory	Music Assessment/Teacher Approval
IB Music (selected schools)	Music Assessment/Teacher Approval
Orchestra (Beginning - Advanced)	Previous Level Completion and/or Proficiency Assessment

\* Students who have completed continuous K-8 music and band courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school band. This decision will be at the discretion of the director, guidance counselor, and/or principal.

\*\* Instrumental Music (Band) students may enroll in band enrichment in addition to ensemble courses if schedule permits.

All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher level course.

## MUSIC - INSTRUMENTAL - ORCHESTRA CONCENTRATION

Level	Course	Prerequisites
1	Orchestra Beginning	None
2	Orchestra Intermediate *	Orchestra Beginning and/or Proficiency Assessment
3	Honors Orchestra Proficient	Orchestra Intermediate and/or Proficiency Assessment
4	Honors Orchestra Advanced	Honors Orchestra Proficient and/or Proficiency Assessment

## MUSIC - INSTRUMENTAL - ORCHESTRA ENRICHMENT\*\*

Course	Prerequisites
Jazz Band (Beginning-Advanced)	Previous Level Completion and/or Proficiency Assessment
Honors Music Theory (Advanced)	Teacher Approval and/or Assessment
AP Music Theory	Music Assessment/Teacher Approval
IB Music (selected schools)	Music Assessment/Teacher Approval
Band (Beginning - Advanced)	Previous Level Completion and/or Proficiency Assessment

\* Students who have passed completed continuous K-8 music and orchestra courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school orchestra. This decision will be at the discretion of the director, guidance counselor, and/or principal.

\*\* Instrumental Music (Orchestra) students may enroll in orchestra enrichment in addition to ensemble courses if schedule permits.

All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher level course.

ARTS EDUCATION CONCENTRATIONS

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MUSIC - VOCAL - CHORUS CONCENTRATION		
Level	Course	Prerequisites
1	Vocal Music Beginning	None
2	Vocal Music Intermediate Women's Chorus and/or Vocal Music Intermediate Concert Choir*	Vocal Music Beginning and/or Proficiency Assessment
3	Honors Vocal Music Proficient	Vocal Music Intermediate Women's Choir and/or Vocal Music Intermediate Concert Choir and/or Proficiency Assessment
4	Honors Vocal Music Advanced	Honors Vocal Music Proficient and/or Proficiency Assessment

MUSIC - VOCAL - CHORUS ENRICHMENT*		
	Course	Prerequisites
	Honors Music Theory (Advanced)	Teacher Approval and/or Assessment
	AP Music Theory	Music Assessment/Teacher Approval
	IB Music (selected schools)	Music Assessment/Teacher Approval

*\*Students who have passed completed continuous K-8 music and chorus courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school chorus. This decision will be at the discretion of the director, guidance counselor, and/or principal.*

*All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher level course.*

MUSIC - GUITAR CONCENTRATION *		
Schedule	Course	Prerequisites
Year 1	Guitar Beginning	None
Year 2	Guitar Intermediate	Guitar Beginning and/or Proficiency Assessment
Year 3	Honors Guitar Proficient	Guitar Intermediate and/or Proficiency Assessment
Year 4	Honors Guitar Advanced	Honors Guitar Proficient and/or Proficiency Assessment

MUSIC - GUITAR ENRICHMENT*		
	Course	Prerequisites
	Jazz Band (Beginning - Advanced)	Previous Level Completion and/or Proficiency Assessment
	Honors Music Theory (Advanced)	Teacher Approval and/or Assessment
	AP Music Theory	Music Assessment/Teacher Approval
	IB Music (selected schools)	Music Assessment/Teacher Approval

*\*Enrichment courses may be taken in conjunction with concentration*

*\*Students who have passed completed continuous K-8 music and guitar courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school guitar. This decision will be at the discretion of the teacher, guidance counselor, and/or principal.*

*All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher level course.*

ARTS EDUCATION CONCENTRATIONS

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# ARTS EDUCATION CONCENTRATIONS

**Four units needed to complete concentrations.**

**Concentrations are not required for graduation by GCS but are recommended.**

DANCE CONCENTRATION		
Level	Course	Prerequisites
1	Dance Beginning	None
2	Dance Intermediate	Dance Beginning and/or Proficiency Assessment
3	Honors Dance Proficient	Dance Intermediate and/or Proficiency Assessment
4	Honors Dance Advanced	Dance Proficient and/or Proficiency Assessment

DANCE ENRICHMENT		
Course	Prerequisites	
Honors Ballet Proficient	Dance Intermediate and/or Proficiency Assessment	
Honors Ballet Advanced	Honors Ballet Proficient and/or Proficiency Assessment	
Honors Tap Advanced	Proficient Level Dance Course and/or Proficiency Assessment	

*Students who have passed completed continuous 6-8 dance courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school dance. This decision will be at the discretion of the teacher, guidance counselor, and/or principal.*

*All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher level course.*

THEATRE ARTS CONCENTRATION (MODULE ONE)		
Level	Course	Prerequisites
1	Theatre Arts Beginning	None
2	Theatre Arts Intermediate	Theatre Arts Beginning and/or Proficiency Assessment
3	Honors Theatre Arts Proficient	Theatre Arts Intermediate and/or Proficiency Assessment
4	Honors Theatre Arts Advanced	Honors Theatre Arts Proficiency and/or Proficiency Assessment

THEATRE ARTS CONCENTRATION (MODULE TWO)		
Level	Course	Prerequisites
1	Theatre Arts Beginning	None
2	Theater Arts Intermediate	Theatre Arts Beginning and/or Proficiency Assessment
3	Honors Theater Studies I with Lab	Theatre Arts Intermediate and/or Proficiency Assessment
4	Honors Theater Studies II with Lab or IB Theater Arts (selected schools)	Honors I and/or Proficiency Assessment

THEATRE ARTS ENRICHMENT		
Course	Prerequisites	
Media Performance Beginning (selected schools)	None	
Honors Technical Theatre I Proficient	Intermediate Level Theatre Arts Course and/or Proficiency Level and Teacher Approval	
Honors Technical Theatre II Advanced	Honors Technical Theatre I Proficient and Teacher Approval	

*Students who have passed completed continuous 6-8 theatre arts courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school theatre arts. This decision will be at the discretion of the teacher, guidance counselor, and/or principal.*

*All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher level course.*

ARTS EDUCATION CONCENTRATIONS

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# ARTS EDUCATION CONCENTRATIONS

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**Concentrations are not required for graduation by GCS but are recommended.**

VISUAL ART CONCENTRATION		
Level	Course	Prerequisites
1	Visual Art Beginning	None
2	Visual Art Intermediate	Visual Art I and/or Proficiency Assessment
3	Honors Visual Art Proficient	Visual Art Intermediate and/or Proficiency Assessment
4	Honors Visual Art Advanced	Honors Visual Art Proficient and/or Proficiency Assessment
AP SELECTIONS		
Course	Pre-/Co-requisites	
AP Art 2-D Design Portfolio	Pre-Art I, II, III / Co- Art/2-D Lab	
AP Art 3-D Design Portfolio	Pre- Art I, II, III / Co- Art/3-D Lab	
AP Art Drawing Portfolio	Pre- Portfolio Assessment/Art III / Co-Art/Drawing Lab	
AP Art History	Teacher Approval	
IB ART SELECTIONS		
Course	Pre-/Co-requisites	
Honors Art/Design	Must be planning to enroll in IB program	
IB Art/Design SL	Co-Studio Art Lab	
IB Art/Design HL	Pre-IB Art/Design SL	

COMPUTER GRAPHICS CONCENTRATION		
Level	Course	Prerequisites
1	Computer Graphics Beginning	None
2	Computer Graphics Intermediate	Computer Graphics Beginning and/or Proficiency Assessment
3	Honors Computer Graphics Proficient	Computer Graphics Intermediate and/or Proficiency Assessment
4	Honors Computer Graphics Advanced	Honors Computer Graphics Proficient and/or Proficiency Assessment

PHOTOGRAPHIC DESIGN CONCENTRATION		
Level	Course	Prerequisites
1	Photographic Design Beginning	None
2	Photographic Design Intermediate	Photographic Design Beginning and/or Proficiency Assessment
3	Honors Photographic Design Proficient	Photographic Design Intermediate and/or Proficiency Assessment
4	Honors Photographic Design Advanced	Honors Photographic Design Proficient and/or Proficiency Assessment
<p><i>Students who have passed completed continuous 6-8 visual art courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school visual art. This decision will be at the discretion of the teacher, guidance counselor, and/or principal.</i></p> <p><i>All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher level course.</i></p>		

## ARTS EDUCATION CONCENTRATIONS

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# Course Descriptions

## Arts Education

*Previous performance in Arts Education courses and teacher recommendation should be considered in course selection.*

The Arts Education program engages students in a process that helps them develop the self-esteem, self-discipline, cooperation and motivation that are necessary for success in life. Students are able to express themselves through different media that lead to a richness in their learning environment. The Arts Education program offers a hands-on orientation that keeps students continually involved in their work. Students are exposed to and learn about the diverse cultural and historical heritages of the arts. The Arts Education elective course offerings vary from school to school.

North Carolina has implemented state standards for Honors credit in the **four different** Arts Education areas. These areas are **dance, theatre arts, music** (band, chorus and orchestra) and **visual arts**. All courses at the Proficient and Advanced levels are inherently honors. All courses (including honors) may be taken more than once for credit. Students must demonstrate proficiency at the current level before advancing to the next level. Students who demonstrate proficiency may skip levels based on assessments for the content area. Entering ninth grade students who have had K-8 experience in the art form and/or passed the proficiency assessment may skip level(s). The teacher, guidance counselor, and principal will make this determination.

Dance Dance Beginning Dance Intermediate Honors Dance Proficient Honors Dance Advanced Honors Ballet Proficient Honors Ballet Advanced Honors Tap Advanced	Music-Band Band Beginning Band Intermediate Honors Band Proficient Honors Band Advanced Jazz Band Beginning Jazz Band Intermediate Honors Jazz Band Proficient Honors Jazz Band Advanced	Visual Arts Visual Art Beginning Visual Art Intermediate Honors Visual Art Proficient Honors Visual Art Advanced Honors Advanced 3D Specialization AP Studio Art: 2-D Design Art/2-D Lab AP Art Studio: 3-D Design Art/3-D Lab AP Studio Art: Drawing AP Studio Art: Drawing Lab AP Art History IB Art/Design HL IB Art/Design SL Computer Graphics Beginning Computer Graphics Intermediate Honors Computer Graphics Proficient Honors Computer Graphics Advanced Photographic Design Beginning Photographic Design Intermediate Honors Photographic Design Proficient Honors Photographic Design Advanced
Theatre Arts Theatre Arts Beginning Theatre Arts Intermediate Honors Theatre Arts Proficient Honors Theatre Arts Advanced Honors Theatre Studies I Proficient Theatre Studies Lab I Honors Theatre Studies II Advanced Theatre Studies Lab II Honors Technical Theatre I Proficient Honors Technical Theatre II Advanced IB Theatre Arts SL Media Performance Beginning	Music-Chorus Vocal Music Beginning Vocal Music Intermediate Women's Chorus Vocal Music Intermediate Concert Choir Honors Vocal Music Proficient Honors Vocal Music Advanced	
	Music-Orchestra Orchestra Beginning Orchestra Intermediate Honors Orchestra Proficient Honors Orchestra Advanced	
	Music-Other Guitar Beginning Guitar Intermediate Honors Guitar Proficient Honors Guitar Advanced Honors Music Theory (Advanced) AP Music Theory IB Music	

## Course Descriptions

### **DANCE BEGINNING**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Develops understanding of basic dance techniques and vocabulary. Dance history, anatomy, improvisation, choreography and performance are included. This process develops greater self-discipline and confidence.

**At certain high schools**

### **DANCE INTERMEDIATE**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: DANCE BEGINNING AND/OR PROFICIENCY ASSESSMENT**

Offers advanced study of dance techniques and vocabulary. Dancers develop their own choreographic style through possible in-depth study of specific styles of modern dance. **At certain high schools**

### **HONORS DANCE PROFICIENT**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: DANCE INTERMEDIATE AND/OR PROFICIENCY ASSESSMENT**

Designed for highly motivated dancers with previous dance experience. Students will follow the Honors Dance Proficient standards as outlined in the NC Arts Honors Standards. Students will understand, identify, and demonstrate movement elements and skills, as well as choreographic principles, processes and structures. **At certain high schools**

### **HONORS DANCE ADVANCED**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: HONORS DANCE PROFICIENT AND/OR PROFICIENCY ASSESSMENT**

Designed for highly motivated dancers with previous dance experience. Students will follow the advanced dance standards as outlined in the dance portion of the NC Arts Honors Standards. Students will understand, identify and demonstrate movement elements and skills, as well as choreographic principles, processes and structures. Students will also study dance in various cultures and historical periods and will connect dance to other disciplines.

### **HONORS BALLET PROFICIENT**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: DANCE INTERMEDIATE AND/OR PROFICIENCY ASSESSMENT**

Develops an understanding of basic ballet technique and vocabulary. Dance history, anatomy, choreography and performance are included. This process develops greater self-discipline and confidence. **At certain high schools**

### **HONORS BALLET ADVANCED**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**HONORS BALLET PROFICIENT AND/OR PROFICIENCY ASSESSMENT**

Offers advanced study of ballet technique, vocabulary and some pointe work. Continued study of dance history, choreography and performance. Dancers continue to develop self-discipline and confidence. **At certain high schools**

### **HONORS TAP ADVANCED**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PROFICIENT LEVEL DANCE COURSE AND/OR PROFICIENCY ASSESSMENT**

Develops an understanding of basic tap vocabulary and technique. Tap history, choreography and performance are included. This process develops greater self-discipline and confidence. **At certain high schools**

### **THEATRE ARTS BEGINNING**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Designed as a survey course in the fundamentals of theatre: acting techniques, improvisation, terminology, history and philosophy of theatre. There will be some play production. Inherent in this process is the development of self-discipline and greater self-confidence.

### **THEATRE ARTS INTERMEDIATE**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: THEATRE ARTS BEGINNING AND/OR PROFICIENCY ASSESSMENT**

Emphasis is placed on rehearsal, production, and performance of various types of theatre. Specific instruction on stage makeup, lighting, stage crafts and costuming will be given. Participation in all scheduled rehearsals and performances is required.

### **HONORS THEATRE ARTS PROFICIENT**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: THEATRE ARTS INTERMEDIATE AND/OR PROFICIENCY ASSESSMENT**

Offers the student advanced studies in theatre performance and production with emphasis on directing skills. Participation in all scheduled rehearsals and performances is required.

### **HONORS THEATRE ARTS ADVANCED**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: THEATRE ARTS PROFICIENT AND/OR PROFICIENCY ASSESSMENT**

Allows advanced theatre students to refine theatre techniques. Technical training includes voice production, character development, advanced scene study, stylistic models, and improvisational theatre techniques. Students will work in every facet of theatre production in order to experience how the composite parts of a production influence its style.

### **HONORS THEATRE STUDIES I PROFICIENT**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: INTERMEDIATE LEVEL THEATRE ARTS COURSE AND/OR PROFICIENCY ASSESSMENT**

Third level of study is oriented toward advanced ensemble production of full-length plays and a repertory setting. This course is designed for highly motivated students.

### **THEATRE STUDIES LAB I**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: TEACHER APPROVAL**



**HONORS THEATRE STUDIES II ADVANCED**

**GRADE LEVEL: 11, 12** **1 UNIT**  
**PREREQUISITE: PROFICIENT LEVEL THEATRE ARTS COURSE AND/OR PROFICIENCY ASSESSMENT**

Oriented toward continuing advanced production development in concentrated areas.

**THEATRE STUDIES LAB II**

**GRADE LEVEL: 11, 12** **1 UNIT**  
**PREREQUISITE: HONORS THEATRE STUDIES I PROFICIENT AND TEACHER APPROVAL**

**HONORS TECHNICAL THEATRE I PROFICIENT**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**  
**PREREQUISITE: INTERMEDIATE LEVEL THEATRE ARTS COURSE AND/OR PROFICIENCY ASSESSMENT**

Introduction to theatrical building theories and technique. Course requires use of hand and power tools. Students will learn the proper way to design theatrical sets, lights, make-up, sound, and costumes. Students will also learn the technical side of theatre in set construction, scenic painting, electrical maintenance and wiring, and in costume construction.

**HONORS TECHNICAL THEATRE II ADVANCED**

**GRADE LEVEL: 10, 11, 12** **1 UNIT**  
**PREREQUISITE: HONORS TECHNICAL THEATRE I PROFICIENT AND TEACHER APPROVAL**

Advanced techniques for construction of theatrical sets, lighting, make-up, sound, and costumes.

**IB THEATRE ARTS SL**

**GRADE LEVEL: 11, 12** **1 UNIT**

Designed for highly motivated students who are seriously interested in the study of theatre arts. The course is based on the guidelines of the IB Theatre Arts program, including portfolio, practical play analysis, research commission and performance. Students are required to take the IB Theatre Arts exam.

**MEDIA PERFORMANCE BEGINNING**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**

The student learns techniques of on-camera performance and presentation, along with essential background and technical information helpful in film, television, radio and other media careers. Students learn film acting techniques and media presentation techniques such as news reading and interviewing techniques. **At certain high schools**

**BAND BEGINNING**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**

Provides for development of musical skills on wind and percussion instruments after middle school through individual, small and large ensemble work. General musicianship will be stressed. Various types of band literature will be performed. Students may be expected to attend concerts, contests, and festival performances. Participation in all scheduled rehearsals and performances is required.

**BAND INTERMEDIATE**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**

**PREREQUISITE: BAND BEGINNING AND/OR PROFICIENCY ASSESSMENT**

Provides the opportunity for further development of musical skills on wind and percussion instruments to a high level of proficiency. The class will study and perform many types of band literature in concerts, contests and festivals. Students may be expected to attend all performances.

**HONORS BAND PROFICIENT**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**

**PREREQUISITE: BAND INTERMEDIATE AND/OR PROFICIENCY ASSESSMENT**

Students study different musical styles through the band repertoire. Emphasis is placed on musical performance, poise and the self-discipline needed for excellent musical training. The group is involved with many extracurricular activities which include marching at football games and parades, pep band, concerts, concert festivals and civic performances. Participation in all scheduled rehearsals and performances is required.

**HONORS BAND ADVANCED**

**GRADE LEVEL: 10, 11, 12** **1 UNIT**

**PREREQUISITE: HONORS BAND PROFICIENT AND/OR PROFICIENCY ASSESSMENT**

Designed for highly motivated musicians with previous instrumental music experience. Students will engage in a highly accelerated study of the band repertoire. Students will follow the advanced instrumental standards as outlined in the band portion of the NC Arts Honors Standards. Students will exhibit an understanding of and advanced proficiencies in performing, conducting, listening, appreciation, history, analyzing, research culminating in written reports, composing and current use of technology. Participation in all scheduled rehearsals and performances is required.

### **JAZZ BAND BEGINNING**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: AUDITION**

Provides an opportunity to extend musical skills. Excellent musicianship, good reading skills, good technique, and an interest in playing jazz are required. Participation in all scheduled rehearsals and performances is required.

### **JAZZ BAND INTERMEDIATE**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: JAZZ BAND BEGINNING AND/OR**

**PROFICIENCY ASSESSMENT**

Course is a continuance of Jazz Band Beginning. Excellent musicianship, good reading skills, good technique, and an interest in playing jazz are required. Participation in all scheduled rehearsals and performances is required. Students extend knowledge of jazz literature, improvisation skills, and jazz history.

### **HONORS JAZZ BAND PROFICIENT**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: JAZZ BAND INTERMEDIATE AND/OR**

**PROFICIENCY ASSESSMENT**

Course is a continuance of Jazz Band Intermediate. Excellent musicianship, good reading skills, good technique, and an interest in playing jazz are required. Participation in all scheduled rehearsals and performances is required. Students extend knowledge of jazz literature, improvisation skills, and jazz history. Students will be expected to demonstrate highly developed performance skills.

### **HONORS JAZZ BAND ADVANCED**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: JAZZ BAND PROFICIENT AND/OR**

**PROFICIENCY ASSESSMENT**

Course is a continuance of Jazz Band Proficient and is the capstone course for Jazz Band. Excellent musicianship, advanced reading skills, advanced technique, and an advanced interest in playing jazz are required. Participation in all scheduled rehearsals and performances is required. Students extend knowledge of jazz literature, improvisation skills, and jazz history. Students will be expected to demonstrate highly advanced performance skills.

### **VOCAL MUSIC BEGINNING**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Open to any student who enjoys singing for pleasure. This is a beginning level chorus with no prerequisites or audition required. Basic music reading skills and sight singing will be included. Students will begin to master part singing. Music from classic to contemporary styles will be studied. Participation in all regularly scheduled rehearsals (including occasional after school rehearsals) and evening performances is required. Formal dress may be required.

### **VOCAL MUSIC INTERMEDIATE**

#### **WOMEN'S CHORUS**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: VOCAL MUSIC BEGINNING AND/OR**

**PROFICIENCY ASSESSMENT**

Open to any female student who has previous singing experience either at the middle school or high school level. An audition is required. In this course, an emphasis is placed on proper vocal production and choral tone. Students will learn to sing in three parts. Basic to intermediate music reading and sight singing skills will be included. Music from classic to contemporary styles will be studied. Participation in all regularly scheduled rehearsals (including occasional after school rehearsals) and evening concerts is a requirement. Formal dress may be required. Participation in Festival Choruses may be offered.

### **VOCAL MUSIC INTERMEDIATE**

#### **CONCERT CHOIR**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: VOCAL MUSIC BEGINNING AND/OR**

**PROFICIENCY ASSESSMENT**

A larger, mixed group, which performs intermediate to advanced choral literature. Emphasis will be placed on learning choral masterworks ranging from standard classical choral literature to works by more modern choral arrangers. Intermediate to advanced study will be offered in music theory and sight singing. Proper choral tone and vocal production will be studied further, as well as advanced part singing. At least one year of study in choral music at the high school level is recommended for this course. Festival Chorus opportunities may be offered in this course. An audition is required. Participation in all regularly scheduled rehearsals (including occasional after school rehearsals) and evening performances is required. Formal dress may be required.

**HONORS VOCAL MUSIC PROFICIENT****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: VOCAL MUSIC INTERMEDIATE AND/OR PROFICIENCY ASSESSMENT**

Continues building on the basic skills which were developed in Vocal Music Intermediate. Further study will be offered in music reading and ear training. Students will sing in four parts and begin to study classical choral literature. Varied styles of music will be studied. Participation in all regularly scheduled rehearsals (including occasional after school rehearsals) and evening performances is required. Formal dress may be required.

**HONORS VOCAL MUSIC ADVANCED****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: HONORS VOCAL MUSIC PROFICIENT AND/OR PROFICIENCY ASSESSMENT**

A select, mixed group which performs advanced choral literature. Advanced musicianship is a requirement for this class. Advanced theory and ear training will be studied. Students will study all types of choral music ranging from classical masterworks to more modern styles. Enrollment is limited. Much of the selected repertoire will be for a capella chorus. Students will participate in performances throughout the community as well as choral festivals on the state and local levels. Participation in regularly scheduled rehearsals (including after-school rehearsals), community events, festivals and evening concerts is required in this course. Formal dress may be required.

**ORCHESTRA BEGINNING****GRADE LEVEL: 9, 10, 11, 12****1 UNIT**

Provides technical skills to play an orchestra instrument through individual, small and large group instruction. An emphasis is placed on performing before audiences and in competition. This course continues to build on the musical skills learned in the middle school. Participation in all scheduled rehearsals and performances is required.

**ORCHESTRA INTERMEDIATE****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: ORCHESTRA BEGINNING AND/OR PROFICIENCY ASSESSMENT**

Provides advanced technical skills to play an orchestra instrument through individual, small and large group instruction. An emphasis is placed on performing before audiences and in competition. This course continues to build on the musical skills learned in the middle school or Orchestra Beginning. Participation in all scheduled rehearsals and performances is required.

**HONORS ORCHESTRA PROFICIENT****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: ORCHESTRA INTERMEDIATE AND/OR PROFICIENCY ASSESSMENT**

Further advanced technical skills to play an orchestra instrument through individual, small and large group instruction. An emphasis is placed on performing before audiences and in competition. This course continues to build on the musical skills learned in the Orchestra Intermediate. Students will follow the proficient instrumental standards as outlined in the orchestra portion of the NC Arts Honors Standards. Students will exhibit an understanding of an advanced proficiencies in performing, conducting, listening, appreciation, history, analyzing, research culminating in written reports, composing, and current use of technology. Participation in all scheduled rehearsals and performances is required.

**HONORS ORCHESTRA ADVANCED****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: HONORS ORCHESTRA PROFICIENT AND/OR PROFICIENCY ASSESSMENT**

Designed for highly motivated musicians with previous instrumental music experience. Study will engage in a highly accelerated study of the orchestral repertoire. Students will follow the advanced instrumental standards as outlined in the orchestra portion of the NC Arts Honors Standards. Students will exhibit an understanding of an advanced proficiencies in performing, conducting, listening, appreciation, history, analyzing, research culminating in written reports, composing, and current use of technology. Participation in all scheduled rehearsals and performances is required.

**GUITAR BEGINNING****GRADE LEVEL: 10, 11, 12****1 UNIT**

Beginning classical guitar instruction. Students learn basic guitar techniques, music reading skills and fundamental music theory. The literature of the classical guitar from the Renaissance to the Twentieth Century is studied through audio and video tapes.

**GUITAR INTERMEDIATE****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: GUITAR BEGINNING AND/OR PROFICIENCY ASSESSMENT**

Continues the study of classical guitar technique. Students learn college etudes and repertoire from several style periods. Emphasis is on individual musical growth and development of performance skills. Opportunities for advanced playing and solo performances.

## HONORS GUITAR PROFICIENT

GRADE LEVEL: 9, 10, 11, 12

1 UNIT

PREREQUISITE: GUITAR INTERMEDIATE AND/OR PROFICIENCY ASSESSMENT

Continues the study of classical guitar technique. Students learn more advanced college etudes and repertoire from several style periods. Emphasis is on individual proficient musical growth and development of performance skills. Opportunities for advanced playing and solo performances.

## HONORS GUITAR ADVANCED

GRADE LEVEL: 10, 11, 12

1 UNIT

PREREQUISITE: HONORS GUITAR PROFICIENT AND/OR PROFICIENCY ASSESSMENT

Continues the study of classical guitar technique. Students learn very advanced college etudes and repertoire from several style periods. Emphasis is on individual advanced musical growth and development of performance skills. Opportunities for advanced playing and solo performances.

## HONORS MUSIC THEORY (ADVANCED)

GRADE LEVEL: 10, 11, 12

1 UNIT

PREREQUISITE: ASSESSMENT AND TEACHER APPROVAL

Presents basic elements of melody, harmony and its structure. Basic rhythmic and melodic dictation are begun as well as elementary sight singing. Will learn four-part writing based on figured bass, and harmonization of melody. Students must read in at least one clef, preferably treble and bass. **Weaver and other high schools**

## AP MUSIC THEORY

GRADE LEVEL: 11, 12

1 UNIT

PREREQUISITE: MUSICAL KNOWLEDGE/ EXPERIENCE ASSESSMENT

Presents more advanced elements of melody, harmony and its structure. Rhythmic, melodic and harmonic dictation are stressed. Basic and intermediate sight-singing are drilled. Will learn four-part writing based on figured bass and harmonization of melody. Students must read music (bass and treble clef). Though not required, keyboard skills will prove quite beneficial.

## IB MUSIC

GRADE LEVEL: 11, 12

1 UNIT

One or two year sequence preparing students for the HL/SL music exam, including recorded assessments, a musical investigation and original composition. Practical knowledge of music theory helpful but not required. Survey of diverse musical cultures on a global scale, as well as traditional Western music history. Requires an in-depth study of two major works of musical and historical significance as prescribed by the IBO. Concurrent requirement: participation in a school based music ensemble.

## VISUAL ART BEGINNING

GRADE LEVEL: 9, 10, 11, 12

1 UNIT

Is a basic introduction to principles, materials, and history of art. Provides experiences in drawing, design, color, painting, graphics, sculpture, ceramics, textiles, crafts and art appreciation.

## VISUAL ART INTERMEDIATE

GRADE LEVEL: 9, 10, 11, 12

1 UNIT

PREREQUISITE: VISUAL ART BEGINNING AND/OR PROFICIENCY ASSESSMENT

Presents a variety of art media emphasizing extensive study of media and technical problems. Form drawing, composition, one- and two-point perspective as a basis for painting, sculpture and crafts along with use of color theory will be addressed.

## HONORS VISUAL ART PROFICIENT

GRADE LEVEL: 9, 10, 11, 12

1 UNIT

PREREQUISITE: VISUAL ART INTERMEDIATE AND/OR PROFICIENCY ASSESSMENT

Designed for highly motivated art students with previous art experience. Students will follow the advanced art standards as outlined in the art portion of the NC Arts Honors Standards. The course will involve a more advanced study of art processes, media, history, development and written expression. Students will be able to discuss and explain the making of art products and the reasons why people create. Independent research in a variety of off campus art venues will be required.

## HONORS VISUAL ART ADVANCED

GRADE LEVEL: 10, 11, 12

1 UNIT

PREREQUISITE: HONORS VISUAL ART PROFICIENT AND/OR PROFICIENCY ASSESSMENT

Designed for highly motivated art students with previous art experience. Students will follow the advanced art standards as outlined in the art portion of the NC Arts Honors Standards. The course will involve a more advanced study of art processes, media, history, development and written expression. Students will be able to discuss and explain the making of art products and the reasons why people create. Independent research in a variety of off campus art venues will be required.

**HONORS ADVANCED 3D SPECIALIZATION****PREREQUISITE: TEACHER APPROVAL****GRADE LEVEL: 10, 11** **1 UNIT**

This course will introduce students to the fundamental sculptural processes. Emphasis will be on students executing, understanding and discussing quality craft, successful composition, productive conceptualization and creative problem solving. Students will explore various sculptural methods including modeling, molding, construction and assemblage. The students will build upon concepts and techniques to create works revealing a personal voice while seeking quality and an in-depth study of the artistic process for creating relief or free standing utilitarian or aesthetic works and installations. The course is designed to be a bridge course to AP 3D Art.

**AP STUDIO ART: 2-D DESIGN****GRADE LEVEL: 11, 12** **1 UNIT****PREREQUISITES: ART BEGINNING, ART INTERMEDIATE AND ART PROFICIENT**  
**COREQUISITE: ART/2D LAB**

Designed for highly motivated students who are seriously interested in the study of art. The student's completed portfolio will be submitted electronically for assessment. Students will create 2-D designs and artwork that shows an understanding of the elements of art and principles of design. A wide range of media is possible: drawing and painting, printmaking, computer graphics, photography, collage, fabric design and mixed media. Students are encouraged to concentrate in an area of individual interest.

**ART/2D LAB****1 UNIT****COREQUISITE: AP STUDIO ART: 2D DESIGN****AP STUDIO ART: 3-D DESIGN****GRADE LEVEL: 11, 12** **1 UNIT****PREREQUISITES: ART BEGINNING, ART INTERMEDIATE AND ART PROFICIENT**  
**COREQUISITE: ART/3D LAB**

Designed for highly motivated students who are seriously interested in the study of art. Students are encouraged to take the AP Art exam. The exam is actually a slide portfolio of the student's completed 3-D artwork. The portfolio will be graded for college credit and then returned to the student. This course is for students who are particularly interested in the study of three-dimensional designs including: sculpture, ceramics, architectural and creative designs and assemblages using various media. Students will be encouraged to concentrate in an area of individual interest. The course will emphasize the elements of art and principles of design. **Weaver and other high schools**

**ART/3D LAB****1 UNIT****COREQUISITE: AP ART 3-D DESIGN PORTFOLIO****AP STUDIO ART: DRAWING****GRADE LEVEL: 11, 12** **1 UNIT****PREREQUISITES: PORTFOLIO ASSESSMENT AND ART PROFICIENT**  
**COREQUISITE: ART/DRAWING LAB**

Designed for highly motivated students who are seriously interested in the study of art. The student's completed portfolio will be submitted electronically for assessment for potential college credit. Elements of art and composition will be emphasized. Students will explore a wide range of media including; pencil, charcoal, pastels, paint, printmaking and collage. Students are encouraged to develop their own artistic style of working. Inventive and observational works are encouraged.

**AP STUDIO ART/DRAWING LAB****1 UNIT****COREQUISITE: AP ART: DRAWING PORTFOLIO****AP ART HISTORY:****GRADE LEVEL: 11, 12** **1 UNIT**

AP Art History is a course that provides the student with an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see.

**IB ART/DESIGN HL****GRADE LEVEL: 12** **1 UNIT****PREREQUISITE: IB ART/DESIGN SL****RECOMMENDED COREQUISITE: STUDIO ART LAB**

Designed for highly motivated students who are seriously interested in the study of art and have completed IB Art/Design SL. The foundation of the course is based on the guidelines on the IB Art/Design program including portfolio and research workbook development. Students are required to take the IB Art/Design HL exam and/or AP Studio Art exam.

**IB ART/DESIGN SL****GRADE LEVEL: 11, 12** **1 UNIT****RECOMMENDED COREQUISITE: STUDIO ART LAB**

Designed for highly motivated students who are seriously interested in the study of art. The foundation of the course is based on the guidelines on the IB Art/Design program including portfolio and research workbook development. Students are required to take the IB Art/Design exam and/or AP Studio Art exam.

**COMPUTER GRAPHICS BEGINNING****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: VISUAL ART BEGINNING**

A computer art course designed to give hands-on experience in computer graphics, and/or video digitizing, layout and design, drawing/painting and electronic imaging software. Students will explore potential and develop an awareness of computer graphics as an art form and a means of self-expression rather than merely a process of reproducing visual images.

**COMPUTER GRAPHICS INTERMEDIATE****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: COMPUTER GRAPHICS BEGINNING****AND/OR PROFICIENCY ASSESSMENT**

Uses knowledge gained in Computer Graphics Beginning to create more intricate designs using more advanced programs. Architectural illustration, business visual presentations and multimedia presentations will be explored, combining artistic ability with marketable skills.

**HONORS COMPUTER GRAPHICS PROFICIENT****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: COMPUTER INTERMEDIATE AND/OR****PROFICIENCY ASSESSMENT**

Continuation of Computer Graphics Intermediate.

**HONORS COMPUTER GRAPHICS ADVANCED****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: COMPUTER PROFICIENT AND/OR****PROFICIENCY ASSESSMENT**

Continuation of Computer Graphics Proficient.

**PHOTOGRAPHIC DESIGN BEGINNING****GRADE LEVEL: 9, 10, 11, 12****1 UNIT**

Expands skill as a photographer with emphasis on composition; broadens understanding of need and use of photography; presents display and exhibit methods and utilization of aesthetic approach to photographic techniques.

**PHOTOGRAPHIC DESIGN INTERMEDIATE****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: PHOTOGRAPHIC DESIGN BEGINNING****AND/OR PROFICIENCY ASSESSMENT**

Provides experience in indoor photography and use of design elements and photographic principles in composition; expands darkroom techniques in developing and printing. Develops skills in use of camera and other equipment; provides practice in experimental use of negatives and found objects in printing.

**HONORS PHOTOGRAPHIC DESIGN PROFICIENT****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: PHOTOGRAPHIC DESIGN II**

Expands skills using various cameras; continues emphasis on film making techniques and editing; offers opportunity to produce a film using various camera techniques and to plan and produce independent projects for commercial work or entrance into higher education.

**HONORS PHOTOGRAPHIC DESIGN ADVANCED****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: PHOTOGRAPHIC DESIGN II**

Expands skills using various cameras; continues emphasis on film making techniques and editing; offers opportunity to produce a film using various camera techniques and to plan and produce independent projects for commercial work or entrance into higher education.

## Career and Technical Education

### Why Should You Take Career and Technical Education (CTE) Courses?

Career and Technical Education helps prepare students to succeed in high-demand, high-wage jobs in areas where new jobs will be available in the future. CTE courses help develop the skills and knowledge demanded by today's employers, including teamwork, soft-skills as well as highly technical skills. Many of the jobs identified by the Occupational Outlook Handbook as the fastest growing through 2022 are in areas that are part of the CTE program.

CTE programs bridge the gap between school and career, and the results are clear. CTE students graduate in higher numbers than non-CTE students and continue on to higher education, many with college credits to get them one step closer to their career goals.

#### *CTE leads to:*

- High skill, high wage, and high demand occupations
- A head start on a college degree by earning college credits while in high school
- Skills that provide an earning advantage both during and after high school through nationally recognized certifications
- Hands-on work-based learning with the business community through activities such as apprenticeships, internships, cooperative learning and job shadowing

#### *In Guilford County Schools:*

- 98.0% of Guilford County Schools CTE Concentrators from the class of 2015 graduated within four years of first entering high school.
- In 2016, 29.9 percent of the GCS high school graduates completed a CTE Concentration.
- Among CTE concentrators surveyed in the Spring of 2016 (class of 2015) 92.1 percent went on to further education, advanced training or military service, or employment after high school graduation.
- In 2016-2017, the total number of CTE courses taken by students in grades 6-12 was 38,933.
- In 2016-2017, students enrolled in 1,585 Work-based Learning courses (apprenticeships, internships, cooperative education).
- During the 2015-2016 school year, Guilford County School CTE students earned 5,316 industry standard certifications/credentials. Industry-recognized credentials ensure students graduate globally competitive for work and post-secondary education with validated 21st century skills.

Whether planning to enter the workforce before or after college, all students benefit from both a strong academic foundation and the specialized technical skills to be successful in today's world. Career and Technical Education (CTE) course sequences may be combined with required academic courses to assist students as

they prepare for two and four-year degree programs in technical fields.

CTE course sequences are developed in collaboration with business and industry partners and reflect the trends in current and emerging careers and the need for Career and Technical Education lifelong learning. Students who elect to pursue a CTE concentration must earn at least four CTE credits in a specific career cluster. One of these credits must be from an advanced level capstone course. Career clusters contain courses within a focused technical area that provide students with the knowledge needed to make educated choices about career goals and the post-secondary education needed to reach those goals. A list of CTE courses in each career cluster can be found in the CTE section of this book.

Students should work with their parents, counselors and teachers to identify their interests, abilities and talents. Students will develop an individualized high school plan that will prepare them for career goals and the postsecondary education needed to help them reach their goals.

Careers are as diverse as student interests; therefore GCS offers more than 120 CTE courses in 14 Career Clusters. The selection of a CTE Career Cluster concentration is not a permanent commitment and can be changed if student interests change; however, students should work closely with their school counselor and Career Development Coordinator to determine the effect that changes may have on meeting CTE Career Cluster requirements.

### Earning College Credit While In High School

GCS and GTCC have adopted the North Carolina High School to Community College Statewide Articulation Agreement which awards college credit at North Carolina community colleges to students completing select CTE courses. In addition, GCS and GTCC have added a local articulation agreement to expand the number of eligible courses. Under these agreements, GCS high school students have the opportunity to earn college credit prior to graduation by earning a score of 93 or higher on the CTE EOC post-assessment and earning a grade of B or better in their high school CTE course. See your school counselor or Career Development Coordinator for additional information and an advanced standing agreement application.

For more information about CTE visit the GCS **w**eb site at:

[www.gcsnc.com](http://www.gcsnc.com)

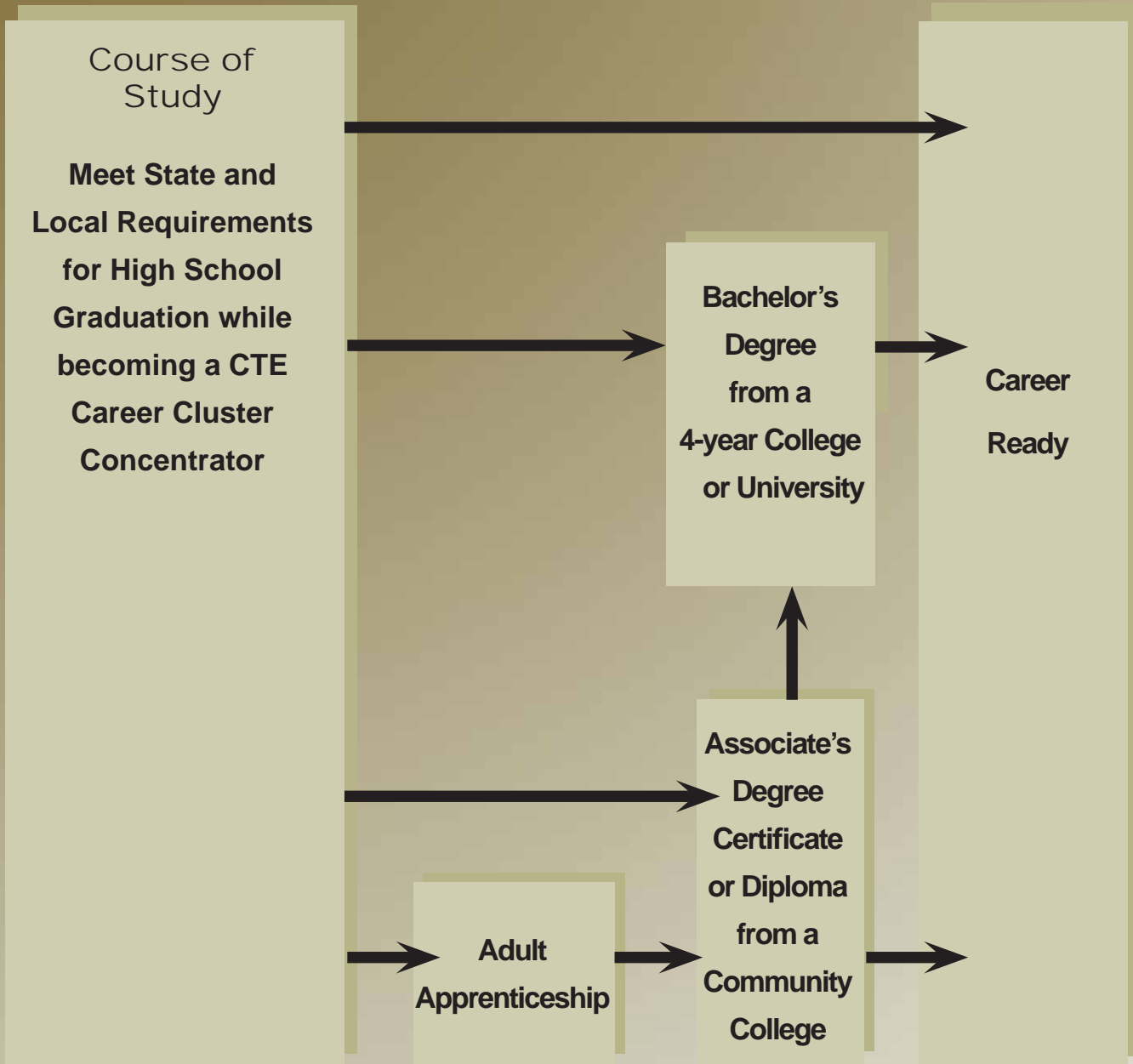
and click Departments,  
Career and Technical Education

# CTE OPTIONS

## CTE PREPARES STUDENTS FOR CAREER AND COLLEGE

CTE courses combined with the required math, science, English, and career/technical course sequences will provide every student with the opportunity for a focused course of study related to his/her career goal. CTE concentrators can meet college course requirements and have the multiple options of enrolling in a four-year college or university, a community college, or entering adult apprenticeship programs. This course of study prepares students to enter technical careers after completing two or four years of college studies. A complete listing of CTE courses and the CTE clusters can be found in the CTE section of this registration book.

## Multiple Options



CTE OPTIONS CTE OPTIONS  
CTE OPTIONS  
CTE OPTIONS



## Career and Technical Education Career Clusters™

Career Clusters™ are broad groupings of occupations/career specialties, organized by common knowledge and skills required for career success. Career Clusters identify courses that help students transition from high school to two- and four-year colleges and the workplace. By carefully choosing course sequences in a cluster, students can link what they learn in school to their future career plans.

All CTE courses align to the Career Clusters. Each course is placed in a Career Cluster based on a set of knowledge and skills common to careers in the Career Cluster. Current industry standards identify what the student should know and be able to do. The courses prepare students for success in a broad range of occupations/career specialties. Some CTE courses cross over multiple Career Clusters. Guilford County Schools offers CTE courses that lead to a concentration in the 14 Career Clusters listed below.

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Finance
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Not every Career Cluster is offered at each school, but every Guilford County Schools student has the opportunity to complete any Career Cluster by combining courses at their home school with courses at Weaver Academy.

The courses that will count toward CTE concentrator status within a cluster vary depending on the year that the student enters the ninth grade. See the following pages for a list of CTE course combinations that lead to CTE concentrator status current as of press time. Please check [www.gcsnc.com](http://www.gcsnc.com) (click Departments, Career and Technical Education, Career Clusters) for updates. If you have questions regarding CTE courses or the Career Clusters, please contact the Career Development Coordinator or counseling office at your school.

CTE completion offers

- rigorous academics with strong technical skills
- multiple options after graduation
- industry certifications
- articulation agreements allowing students to earn college credits while in high school
- seamless transition from high school to post-secondary education

Make the best decision for  
your future success,  
be a CTE Concentrator!

**To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study. Please refer to the Career and Technical Education Cluster Worksheet found in the back of the registration book to help plan your course selection.**



# Career and Technical Education

*Previous performance in Career and Technical Education courses and teacher recommendation should be considered in course selection.*

## Clusters and Course Descriptions

To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

AGRICULTURE AND NATURAL RESOURCES CLUSTER	
Foundation Courses	
Agriscience Applications	Horticulture I
Animal Science I	Honors Horticulture II*
Honors Animal Science II*	Horticulture II - Landscaping*
Honors Animal Science II - Small Animal*	Horticulture II - Turfgrass Management*
Personal Finance	Honors Project Management I
CTE Advanced Studies	Honors Veterinary Assisting
Enhancement Courses	
CTE Internship	Honors Entrepreneurship I
CTE Apprenticeship	Microsoft Word & Power Point
Introduction to Culinary Arts & Hospitality	Microsoft Excel
Marketing	Honors Microsoft Excel
Principles of Business & Finance	

## Foundation Course Descriptions

### AGRISCIENCE APPLICATIONS

**1 UNIT**

Explore the various components of the agricultural industry: animal science, soil science, plant science, agricultural mechanics, agricultural economics and natural resources. Hands-on experiences are emphasized along with career guidance and planning. **Eastern, Southeast, Southern**

### ANIMAL SCIENCE I

**1 UNIT**

Study basic scientific principles and processes that are involved in animal physiology, breeding, nutrition and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities and animal evaluation. **Southeast, Southern**

### HONORS ANIMAL SCIENCE II

**1 UNIT**

**PREREQUISITE: ANIMAL SCIENCE I**

Learn more advanced scientific principles and communication skills including animal waste management, animal science economics, decision making, industry global concerns, genetics, and breeding. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Southeast, Southern**

### HONORS ANIMAL SCIENCE II - SMALL ANIMAL

**1 UNIT**

**PREREQUISITE: ANIMAL SCIENCE I**

This course provides instruction on animal husbandry topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category will be covered in this course. **Southeast, Southern**

**PERSONAL FINANCE****GRADE LEVEL: 11, 12****1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

**CTE ADVANCED STUDIES****1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER  
(ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

**HORTICULTURE I****1 UNIT**

This course provides instruction in the broad career field of horticulture with emphasis on the scientific and technical knowledge. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities and leadership development. Skills in biology, chemistry and algebra are reinforced in this course. **Eastern, Southeast, Southern**

**HONORS HORTICULTURE II****1 UNIT****PREREQUISITE: HORTICULTURE I**

Learn advanced skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, basic landscape design, installation and maintenance, and lawn and turfgrass. Students will complete research projects and presentations on topics such as plant production and management, landscape design and turfgrass management. **Eastern, Southeast, Southern**

**HORTICULTURE II - LANDSCAPING****1 UNIT****PREREQUISITE: HORTICULTURE I**

Interested in a career in the landscaping industry? Upon

completion of this course, a student will be able to sit for the National Landscape Technician Certification Test. Areas of instruction include safety, blueprint layout and interpretation, plant ID, site preparation, paver installation, sod installation, irrigation and operation of a chain saw, skid loader and backing a truck and trailer.

**Eastern, Southeast, Southern****HORTICULTURE II - TURFGRASS MANAGEMENT****1 UNIT****PREREQUISITE: HORTICULTURE I**

Turfgrass provides hands-on instruction and emphasizes eight units of instruction including: fundamentals of soils and pests; environmental issues related to turf management; landscape basics; lawn care and turf production; golf course management; sports turf and turf irrigation; turf equipment and maintenance; and human resources and financial management. Safety skills will be emphasized as well as leadership development and work-based learning. Opportunities exist for students to conduct internships or apprenticeships related to landscaping, lawn care, and golf course management.

**Southeast****HONORS PROJECT MANAGEMENT I****1 UNIT**

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

**HONORS VETERINARY ASSISTING****1 UNIT**

**PREREQUISITE: ANIMAL SCIENCE I, ANIMAL SCIENCE II  
(PREFERABLY SMALL ANIMALS)**

Interested in a career in animal medicine? Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, enhancement of animal care learned in previous animal courses, and surgical/radiological procedures. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will have hands-on skill sets that will be enforced with 200 hours working in animal medicine throughout all animal courses in high school. Applied mathematics, science, writing, and skill sets are integrated throughout the curriculum. Students will be prepared for the Veterinary Assisting exam developed by the National Association of Veterinary Technicians in America. **Southeast, Southern**

## Enhancement Course Descriptions

### CTE INTERNSHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

### CTE APPRENTICESHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.

### INTRODUCTION TO CULINARY ARTS & HOSPITALITY

**1 UNIT**

Welcome to one of the fastest growing industries in the US. Students will learn basic safety and sanitation practices for the food preparation. National industry-recognized food safety credentials are introduced. Working in a commercial food service facility, students gain real world culinary and hospitality experiences. **Weaver**

### MARKETING

**1 UNIT**

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

### PRINCIPLES OF BUSINESS & FINANCE

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

### HONORS ENTREPRENEURSHIP I

**1 UNIT**

**PREREQUISITE: MARKETING OR**

**PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/ services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

### MICROSOFT WORD & POWERPOINT

#### HONORS MICROSOFT WORD & POWERPOINT

**1 UNIT**

Learn advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. The emphasis is on skill development in these software applications. Real world application of these programs allows students to gain valuable experience and knowledge. Students will have the opportunity to earn Microsoft industry standard certifications in Word and/or PowerPoint.

### MICROSOFT EXCEL

#### HONORS MICROSOFT EXCEL

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

ARCHITECTURE AND CONSTRUCTION CLUSTER	
Foundation Courses	
Core & Sustainable Construction	Heating Ventilation & Air Conditioning II*
Carpentry I	Interior Design I
Carpentry II*	Interior Design II*
Carpentry III	Interior Digital Applications
Drafting I	Interior Applications
Honors Drafting II – Architectural*	Masonry I
Honors Drafting III - Architectural	Masonry II*
Electrical Trades I	Masonry III
Electrical Trades II*	Principles of Business & Finance
Honors Electrical Trades III	Personal Finance
Heating Ventilation & Air Conditioning I	Honors Project Management I CTE Advanced Studies
Enhancement Courses	
Apparel & Textile Production I	CTE Apprenticeship
Fashion Merchandising	Microsoft Word & PowerPoint
Marketing	Microsoft Excel
Entrepreneurship I	Honors Microsoft Excel
CTE Internship	Multimedia & Webpage Design

### Foundation Course Descriptions

#### CORE AND SUSTAINABLE CONSTRUCTION

**1 UNIT**

Students in this course will learn introductory craft skills in the areas of safety, construction math, proper hand & power tool use, construction drawings and material handling while enhancing employability and communication skills needed in the construction industry. Students will examine major challenges to the green environment and will learn about green construction practices as well as green building rating systems. This course is a prerequisite for Carpentry I, Electrical Trades I, HVAC I and Masonry I and helps prepare students for National Center for Construction Education and Research (NCCER) certification and the OSHA 10-Hour Construction certification. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Andrews, Eastern, Grimsley, Page, Southeast, Southern, The Academy at Smith, Weaver**

#### CARPENTRY I

**1 UNIT**

**PREREQUISITE: CORE AND SUSTAINABLE CONSTRUCTION**

This course continues to build on the carpentry terminology and technical aspects developed in Core and Sustainable Construction. Topics include hand tools and power tools, plans and elevations, concrete and reinforcing materials, floor systems, wall and ceiling framing, stair layout. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Andrews, Eastern, Southeast, Southern, Weaver**

## CARPENTRY II

1 UNIT

PREREQUISITE: CARPENTRY I

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes roof framing and applications, thermal and moisture protection, weatherization initiatives, windows and doors and exterior finishing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Andrews, Eastern, Southeast, Southern, Weaver**

## CARPENTRY III

1 UNIT

PREREQUISITE: CARPENTRY II

This course develops advanced technical aspects of carpentry with emphasis on development of skills. Course content includes commercial drawings, cold form steel framing, drywall installation and finishing, and trim techniques for windows, doors, floor and ceilings. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Andrews, Eastern, Southeast, Southern, Weaver**

## DRAFTING I HONORS DRAFTING I

1 UNIT

In this entry level course, students are introduced to tools used to effectively communicate ideas and concepts found in architecture, manufacturing, engineering, science, and mathematics. Topics include the fundamentals of manual drawing board drafting techniques, sketching, geometry, and geometric construction drawings. Students will learn the basics of simple and complex techniques used in 2D and 3D computer aided drafting (CAD), while developing basic leadership skills and goal setting strategies. This course incorporates the Autodesk Digital S.T.E.A.M. (Science Technology Engineering Art & Math) Curriculum, and will help prepare students for the Autodesk Certified User certification in AutoCAD. **Andrews, Eastern, High Point Central, Northeast, Northern, Northwest, Page, Southeast, Southwest, Weaver, Western**

## HONORS DRAFTING II - ARCHITECTURAL

1 UNIT

PREREQUISITE: DRAFTING I

This accelerated course utilizes complex graphic tools to reinforce principles and concepts used in the field of architecture, structural systems and construction technologies. Computer Assisted Design (CAD) is used to create multilevel floor plans, wall sections and elevation drawings. Students will demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. This course will help prepare students for the Autodesk Certified User certification in Revit. **Andrews, Eastern, High Point Central, Northeast, Northern, Page, Southeast, Southwest, Weaver, Western**

## HONORS DRAFTING III - ARCHITECTURAL

1 UNIT

PREREQUISITE: DRAFTING II - ARCHITECTURAL

Students utilize advanced CAD tools to design advanced site and foundation plans as well as topographical detailed drawings. Students will develop architectural plans according to standard building codes and design 3-D models of the sites. Interior elevations and architectural rendering will be required. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. This course will help prepare students for the Autodesk Certified User certification in Revit. **Andrews, Eastern, High Point Central, Northeast, Northern, Page, Southeast, Southwest, Weaver, Western**

## ELECTRICAL TRADES I

1 UNIT

PREREQUISITE: CORE AND SUSTAINABLE CONSTRUCTION

This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include electrical safety, circuits and theory, electrical construction codes and practices, the National Electrical Code, hand bending techniques, raceways and fittings, and weatherization initiatives. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Page, The Academy at Smith, Weaver**

**ELECTRICAL TRADES II****1 UNIT****PREREQUISITE: ELECTRICAL TRADES I**

This course builds on skills mastered in Electrical Trades I and provides an introduction to conductors and cables, construction drawings, residential services, test equipment, alternating current, grounding and bonding, motor theory and application, and lighting. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Page, The Academy at Smith, Weaver**

**HONORS ELECTRICAL TRADES III****1 UNIT**

This course develops technical aspects of electrical trades with emphasis on development of skills. Course content includes conduit bending, pull and junction boxes, conductor installations and termination/splices, cable trays, circuit breakers and fuses, and control systems. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. **Page, The Academy at Smith, Weaver**

**HEATING, VENTILATION AND AIR CONDITIONING I****1 UNIT**

Students are introduced to the general and technical aspects of the HVAC industry. Topics and hands-on activities include copper and plastic tubing, soldering and brazing, introduction to heating and cooling, air distribution systems, and basic electricity. Students have the opportunity to develop skills and earn national certification through the National Center for Construction Education and Research. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Weaver**

**HEATING, VENTILATION AND AIR CONDITIONING II****2 UNITS****PREREQUISITE: HEATING, VENTILATION AND AIR CONDITIONING I**

Students are introduced to advanced general and technical aspects of the HVAC industry. Topics and hands-on activities include leak detection, evacuation, recovery, charging, control circuit trouble shooting, installation and maintenance and duct systems. Students have the opportunity to develop skills and earn national certification through the National Center for Construction Education and Research (NCCER) as well as the Occupational Safety and Health Administration (OSHA) 10-Hour Construction Industry credential. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Weaver**

**INTERIOR DESIGN I****1 UNIT**

This course examines housing and interior decisions that individuals and families make based on their needs, the environment, and technology. Emphasis is placed on selecting goods and services and creating functional and pleasing living environments based on sound financial decisions and design principles. Skills in mathematics, technology, and art are reinforced in this course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. **Southeast, Weaver**

**INTERIOR DESIGN II****1 UNIT****PREREQUISITE: INTERIOR DESIGN I**

This course prepares students for opportunities in residential and non-residential interior design fields for entry-level jobs. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Skills in technology, art, mathematics, and communication are reinforced in this course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. **Southeast, Weaver**

**INTERIOR APPLICATIONS****HONORS INTERIOR APPLICATIONS****1 UNIT****PREREQUISITE: INTERIOR DESIGN II**

Prepare for entry-level and technical work opportunities in interior design. Students develop interior applications to meet clients' needs using aspects of residential and non-residential settings. Students apply design, selection, production, and renovation skills to wall and floor coverings, lighting, windows, case goods, and upholstered furniture. **Southeast, Weaver**

**INTERIOR DIGITAL APPLICATIONS****1 UNIT****PREREQUISITE: INTERIOR DESIGN II**

This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced. Students will work towards achieving the aligned industry credential: Revit Certified User. **Southeast**

## MASONRY I

**1 UNIT**

**PREREQUISITE: CORE AND SUSTAINABLE CONSTRUCTION**

This course covers basic masonry terminology and develops technical aspects of masonry with an emphasis on development of introductory skills. Students are introduced to the nature of masonry technology, materials and supplies, and employability skills. Topics include tools and equipment, construction drawings and measurement practices, mortar techniques, and masonry units and installation. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Grimsley**

## MASONRY II

**1 UNIT**

**PREREQUISITE: MASONRY I**

This course builds on skills mastered in Masonry I and provides advanced masonry skills including residential drawings and plans, residential masonry, grout and other reinforcements, metal work in masonry, and weatherization initiatives. Geometry is recommended as preparation for this course. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Grimsley**

## MASONRY III

**1 UNIT**

**PREREQUISITE: MASONRY II**

This course develops advanced technical aspects of Masonry with emphasis on development of skills introduced in Masonry II. The course content includes advanced laying techniques, construction techniques and moisture control, construction inspection and quality control. Introductory skills for the Crew Leader are also introduced in this course. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. See [www.nccer.org](http://www.nccer.org) for additional information on NCCER. **Grimsley**

## PRINCIPLES OF BUSINESS & FINANCE

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

## PERSONAL FINANCE

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

## HONORS PROJECT MANAGEMENT I

**1 UNIT**

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

## CTE ADVANCED STUDIES

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER  
(ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

## Enhancement Course Descriptions

### APPAREL & TEXTILE PRODUCTION I

**GRADE LEVEL: 10**

**1 UNIT**

Learn the basics of clothing production including preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Students apply these construction and design skills to apparel and home fashion. Skills in art, communication, math, science, and technology are reinforced. **Eastern, Penn-Griffin School for the Arts, Weaver**



**FASHION MERCHANDISING**

**1 UNIT**

This course introduces students to the world of buying and selling in the fashion industry. Students will explore the concepts of the business of fashion, fashion promotional events, the evolution and movement of fashion, and the merchandising and selling of fashion.

**MARKETING**

**1 UNIT**

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

**ENTREPRENEURSHIP I  
HONORS ENTREPRENEURSHIP I**

**1 UNIT**

**PREREQUISITE: MARKETING OR**

**PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

**CTE INTERNSHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

**CTE APPRENTICESHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.

**MICROSOFT WORD & POWERPOINT  
HONORS MICROSOFT WORD & POWERPOINT**

**1 UNIT**

Learn advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications. Real world application of these programs allows students to gain valuable experience and knowledge. Students will have the opportunity to earn Microsoft industry standard certifications in Word and/or PowerPoint.

**MICROSOFT EXCEL  
HONORS MICROSOFT EXCEL**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

**MULTIMEDIA & WEBPAGE DESIGN**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD AND POWERPOINT**

This course focuses on learning the design principles and elements of desktop publishing, graphic image design, computer animation, and multimedia production. Students will use their knowledge to design, create and update webpages and various multimedia programs.

To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

## ARTS, A/V & COMMUNICATIONS CLUSTER

### Foundation Courses

Apparel & Textile Production I	Adobe Visual Design
Apparel & Textile Production II*	Adobe Video Design*
Digital Media	Introduction to Modeling & Animation
Digital Media Advanced*	Microsoft Word & PowerPoint
Fashion Merchandising	Multimedia & Webpage Design
Marketing	Honors Project Management I
Entrepreneurship I	Scientific & Technical Visualization I
Game Art Design*	CTE Advanced Studies
Game Art Design Advanced	

### Enhancement Courses

Interior Design I	Personal Finance
Microsoft Excel	CTE Internship
Honors Microsoft Excel	CTE Apprenticeship
Principles of Business & Finance	

### Foundation Course Descriptions

#### **APPAREL & TEXTILE PRODUCTION I**

**GRADE LEVEL: 10**

**1 UNIT**

Learn the basics of clothing production including preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Students apply these construction and design skills to apparel and home fashion. Skills in art, communications, math, science, and technology are reinforced. **Eastern, Penn-Griffin School for the Arts, Weaver**

#### **APPAREL & TEXTILE PRODUCTION II**

**1 UNIT**

**PREREQUISITE: APPAREL I**

Explore the field of advanced clothing and housing apparel development. Use of fibers and fabrics combined with design and construction techniques to develop and produce a clothing or housing product. A real or simulated business apparel enterprise and FCCLA activities allow students to apply their knowledge to an authentic experience and to develop a portfolio. Skills in science, mathematics, management, communication, and teamwork are reinforced in this course. **Eastern, Penn-Griffin School for the Arts, Weaver**

#### **DIGITAL MEDIA**

**1 UNIT**

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. This course will help prepare students for various certification exams within the Adobe Certified Associate group.

#### **DIGITAL MEDIA ADVANCED**

**1 UNIT**

**PREREQUISITE: DIGITAL MEDIA**

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. Art, English language arts, and mathematics are reinforced. This course will help prepare students for various certification exams within the Adobe Certified Associate group.

**FASHION MERCHANDISING****1 UNIT**

Welcome to the world of buying and selling in the fashion industry. Students will explore the concepts of the business of fashion, fashion promotional events, the evolution and movement of fashion, and the merchandising and selling of fashion.

**MARKETING****1 UNIT**

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

**ENTREPRENEURSHIP I****HONORS ENTREPRENEURSHIP I****1 UNIT****PREREQUISITE: MARKETING OR****PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

**GAME ART DESIGN****1 UNIT****PREREQUISITE: SCIENTIFIC AND TECHNICAL VISUALIZATION OR INTRODUCTION TO MODELING AND ANIMATION**

Students will be introduced to techniques used in the game development industry. The focus will include correct principles used for developing games including mathematical and physical concepts. Emphasis is placed on topics relating to history, ethics, plot development, 2D visual theory, art asset development, game probability and interactive play technologies. Students will develop 2D physical and virtual games using hands on experiences and a variety of software.

**GAME ART DESIGN ADVANCED****1 UNIT****PREREQUISITE: GAME ART DESIGN**

This course is a continuation in the study of game design and interactivity. Emphasis is placed on creating a 3D game using visual design, evaluation, script modification and 3D visual theory. Topics covered include developing and modifying 3D game assets, audio and visual effects, storyboarding and plot development, market analysis and 3D modeling and animation techniques. Students may work in collaborative teams using problem-solving methodologies for the final 3D game project which can be included in their final portfolio. **HP Central, Northwest, Page, Smith, Southeast, Southwest, Weaver**

**ADOBE VISUAL DESIGN****1 UNIT**

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Weaver**

**ADOBE VIDEO DESIGN****1 UNIT****PREREQUISITE: ADOBE VISUAL DESIGN**

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Weaver**

**INTRODUCTION TO MODELING & ANIMATION****1 UNIT**

An introduction to creating, texturing and animating 3D models. Students will develop the skills to navigate and use the digital 3D modeling program to create 3D objects. The basic elements of 3D development of modeling, texturing, lighting, rendering, and animating are introduced. Students are also introduced to industry standard 3D modeling workflows and processes including planning, storyboarding, video editing. This course is aligned to the Autodesk 3ds Max certification.

**MICROSOFT WORD & POWERPOINT****HONORS MICROSOFT WORD & POWERPOINT****1 UNIT**

Learn advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications. Real world application of these programs allows students to gain valuable experience and knowledge. Students will have the opportunity to earn Microsoft industry standard certifications in Word and/or PowerPoint.

**MULTIMEDIA & WEBPAGE DESIGN****1 UNIT****PREREQUISITE: MICROSOFT WORD AND POWERPOINT**

This course focuses on learning the design principles and elements of desktop publishing, graphic image design, computer animation, and multimedia production. Students will use their knowledge to design, create and update webpages and various multimedia programs.

## HONORS PROJECT MANAGEMENT I

**1 UNIT**

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

## SCIENTIFIC & TECHNICAL VISUALIZATION I

**1 UNIT**

This course is no longer offered. Please see the new Introduction to Modeling & Animation course for more information.

## CTE ADVANCED STUDIES

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

### Enhancement Course Descriptions

## INTERIOR DESIGN I

**1 UNIT**

This course examines housing and interior decisions that individuals and families make based on their needs, the environment, and technology. Emphasis is placed on selecting goods and services and creating functional and pleasing living environments based on sound financial decisions and design principles. Skills in mathematics, technology, and art are reinforced in this course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. **Southeast, Weaver**

## MICROSOFT EXCEL

### HONORS MICROSOFT EXCEL

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and

they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

## PRINCIPLES OF BUSINESS & FINANCE

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

## PERSONAL FINANCE

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

## CTE INTERNSHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

## CTE APPRENTICESHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.

To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

<b>BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER</b>	
<b>Foundation Courses</b>	
Accounting I	Microsoft Word & PowerPoint
Business Law*	Microsoft Excel
Honors Business Management*	Honors Microsoft Excel
Entrepreneurship I*	Principles of Business & Finance
Honors Entrepreneurship II	Virtual Enterprises International I
IB Business Management	Honors Project Management I
	CTE Advanced Studies
<b>Enhancement Courses</b>	
Marketing	Honors Strategic Marketing
Multimedia & Webpage Design	CTE Internship
Personal Finance	CTE Apprenticeship

### Foundation Course Descriptions

**ACCOUNTING I**  
**HONORS ACCOUNTING I**

**1 UNIT**

Explore the world of business finance. Understand the basics of accounting concepts, principles and practices used in business. Analyze and record business transactions, prepare and interpret financial statements, complete banking and payroll activities. Computerized accounting systems will be introduced.

**BUSINESS LAW**  
**HONORS BUSINESS LAW**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: PRINCIPLES OF BUSINESS AND FINANCE**

Learn about basic legal principles common to business and personal activities. Topics include evaluation of contracts, purchasing with credit, purchasing appropriate insurance, and renting and owning real estate. Business concepts such as contracting, ethics, starting a business and hiring and managing employees are included. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced.

**HONORS BUSINESS MANAGEMENT**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: PRINCIPLES OF BUSINESS AND FINANCE**

Students will expand their understanding of management, including customer relationship management, human resource management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course.

**ENTREPRENEURSHIP I**  
**HONORS ENTREPRENEURSHIP I**

**1 UNIT**

**PREREQUISITE: MARKETING OR**

**PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

## HONORS ENTREPRENEURSHIP II

**1 UNIT**

**PREREQUISITE: ENTREPRENEURSHIP I**

This challenging honors level course will provide students an opportunity to develop an understanding of relevant decisions to be made after obtaining financing to open a small business. Students acquire an in-depth knowledge of business regulations, risks, management, and marketing. Students will develop a small-business management handbook to demonstrate mastery of various business concepts.

## IB BUSINESS MANAGEMENT

**GRADE LEVEL: 11, 12**

**1 UNIT**

Business Management is a rigorous, challenging and dynamic course that is centered on five central topics: Business Organization and Environment, Human Resources, Accounting and Finance, Marketing, and Operations Management. The course studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business Management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. **Grimsley, HP Central, Page**

## MICROSOFT WORD & POWERPOINT HONORS MICROSOFT WORD & POWERPOINT

**1 UNIT**

Learn the Microsoft application software at an accelerated pace. Develop advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications and will offer students the opportunity to earn industry standard certifications from Microsoft. Students in this honors level course are expected to earn advanced Microsoft Office Specialist certification in Word and/or PowerPoint.

## MICROSOFT EXCEL HONORS MICROSOFT EXCEL

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They

will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

## PRINCIPLES OF BUSINESS & FINANCE

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

## VIRTUAL ENTERPRISES INTERNATIONAL I (VEI)

**2 UNITS**

**PREREQUISITE: ACCOUNTING I OR BUSINESS MANAGEMENT  
OR ENTREPRENEURSHIP I**

Students set up and operate a simulated business with the guidance of a teacher/facilitator and a business partner. In VEI allows students experience all facets of being an employee in an actual business environment. Students operate every aspect of the business, including human resources, accounting, product development, production, distribution, marketing and sales. In addition, they engage in trade with other practice firms (VEs) around the world. Students gain an understanding of how employees, workgroup teams, and departments interact with each other and work together for the goal of the company and learn expectations of the workplace. Various business activities throughout the year create authentic applied learning opportunities through hands-on applications, problem solving, and written and oral communications. Students also learn about a variety of careers associated with business, acquire global economic knowledge, and use technology as applied in business. Participation in national and international trade fairs as well as the local and national business plan competitions are key components of the VE program that actualize the world of work, communications, technology and global business. **Eastern**

**HONORS PROJECT MANAGEMENT I**

**1 UNIT**

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

**CTE ADVANCED STUDIES**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

Enhancement Course Descriptions

**MARKETING**

**1 UNIT**

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

**MULTIMEDIA & WEBPAGE DESIGN**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD AND POWERPOINT**

This course focuses on learning the design principles and elements of desktop publishing, graphic image design, computer animation, and multimedia production. Students will use their knowledge to design, create and update webpages and various multimedia programs.

**PERSONAL FINANCE**

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping

options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

**HONORS STRATEGIC MARKETING**

**1 UNIT**

This fast-paced honors course challenges students by combining the course content taught in both Marketing and Marketing Management courses. The curriculum, activities and resources utilized in this course are written at the freshman college level. Topics include economics, marketing, research and decision making, domestic and international marketing and influences, human resource development, ethics, management and financial analysis. Mathematics, research and critical thinking are reinforced in this course.

**CTE INTERNSHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

**CTE APPRENTICESHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.

To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

<b>FINANCE CLUSTER</b>	
<b>Foundation Courses</b>	
Business Law	Microsoft Excel
Accounting I	Honors Microsoft Excel
Honors Accounting II*	Principles of Business & Finance
Entrepreneurship I	Personal Finance
	CTE Advanced Studies
<b>Enhancement Courses</b>	
Marketing	Virtual Enterprises International I
Microsoft Word & PowerPoint	CTE Internship
Honors Project Management I	CTE Apprenticeship
Honors Strategic Marketing	

### Foundation Course Descriptions

**BUSINESS LAW  
HONORS BUSINESS LAW**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: PRINCIPLES OF BUSINESS AND FINANCE**

Learn about basic legal principles common to business and personal activities. Topics include evaluation of contracts, purchasing with credit, purchasing appropriate insurance, and renting and owning real estate. Business concepts such as contracting, ethics, starting a business and hiring and managing employees are included. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced.

**ACCOUNTING I  
HONORS ACCOUNTING I**

**1 UNIT**

Explore the world of business finance. Understand the basics of accounting concepts, principles and practices used in business. Analyze and record business transactions, prepare and interpret financial statements, complete banking and payroll activities. Computerized accounting systems will be introduced.

**HONORS ACCOUNTING II**

**1 UNIT**

**PREREQUISITE: ACCOUNTING I**

Students will use simulations, projects and teamwork to demonstrate knowledge of complex accounting principles requiring critical thinking skills and problem solving techniques. Students prepare statements and supporting schedules, use voucher systems, cost accounting, inventory and budgetary control systems.

**ENTREPRENEURSHIP I  
HONORS ENTREPRENEURSHIP I**

**1 UNIT**

**PREREQUISITE: MARKETING OR**

**PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

**MICROSOFT EXCEL  
HONORS MICROSOFT EXCEL**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.



**PRINCIPLES OF BUSINESS & FINANCE**

**GRADE LEVEL: 9, 10** **1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

**PERSONAL FINANCE**

**GRADE LEVEL: 11, 12** **1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

**CTE ADVANCED STUDIES**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

Enhancement Course Descriptions

**MARKETING**

**1 UNIT**

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

**MICROSOFT WORD & POWERPOINT  
HONORS MICROSOFT WORD & POWERPOINT**

**1 UNIT**

Learn the Microsoft application software at an accelerated pace. Develop advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications and will offer students the opportunity to earn industry standard certifications from Microsoft. Students in this honors level course are expected to earn advanced Microsoft Office Specialist certification in Word and/or PowerPoint.

**HONORS PROJECT MANAGEMENT I**

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Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

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**VIRTUAL ENTERPRISES INTERNATIONAL I (VEI)**

**2 UNITS**

**PREREQUISITE: ACCOUNTING I OR BUSINESS MANAGEMENT OR ENTREPRENEURSHIP I**

Students set up and operate a simulated business with the guidance of a teacher/facilitator and a business partner. In VEI allows students experience all facets of being an employee in an actual business environment. Students operate every aspect of the business, including human resources, accounting, product development, production, distribution, marketing and sales. In addition, they engage in trade with other practice firms (VEs) around the world. Students gain an understanding of how employees, workgroup teams, and departments interact with each other and work together for the goal of the company and learn expectations of the workplace. Various business activities throughout the year create authentic applied learning opportunities through hands-on applications, problem solving, and written and oral communications. Students also learn about a variety of careers associated with business, acquire global economic knowledge, and use technology as applied in business. Participation in national and international trade fairs as well as the local and national business plan competitions are key components of the VE program that actualize the world of work, communications, technology and global business. **Eastern**

**CTE INTERNSHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

**CTE APPRENTICESHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.

To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

<b>HEALTH SCIENCE CLUSTER</b>	
<b>Foundation Courses</b>	
Biomedical Technology I	Introduction to Child Development
Biomedical Technology II*	Honors Pharmacy Technician
Health Team Relations	Public Health Fundamentals
Health Science I	CTE Advanced Studies
Health Science II*	PLTW Principles of Biomedical Sciences
Honors Nursing Fundamentals	PLTW Human Body Systems*
	PLTW Medical Interventions
<b>Enhancement Courses</b>	
Marketing	Principles of Business & Finance
Microsoft Word & PowerPoint	Public Safety I
Microsoft Excel	Public Safety II
Honors Microsoft Excel	CTE Internship
Entrepreneurship I	CTE Apprenticeship
Personal Finance	

### Foundation Course Descriptions

#### **BIOMEDICAL TECHNOLOGY I**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**RECOMMENDED PREREQUISITE: STUDENTS SHOULD HAVE COMPLETED BIOLOGY AND HEALTH SCIENCE I**

This course focuses on cell biology and cancer, infectious diseases, pathology, biomedical research and related careers utilizing curriculum developed by the North Carolina Association for Biomedical Research (NCABR) and the National Institutes of Health (NIH). Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **BIOMEDICAL TECHNOLOGY II**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: BIOMEDICAL TECHNOLOGY I**

Using curriculum developed by the National Institutes of Health (NIH), students will learn about careers in biotechnology while focusing on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Health

Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Success in Biology is recommended as good preparation for this course.

#### **HEALTH TEAM RELATIONS**

**1 UNIT**

This course provides an introductory experience for students entering the Health Science course of study. Learn your role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership and career decision-making.

#### **HEALTH SCIENCE I**

#### **HONORS HEALTH SCIENCE I**

**1 UNIT**

**RECOMMENDED PREREQUISITE: STUDENTS SHOULD HAVE OBTAINED A "B" OR BETTER IN BIOLOGY AND IN GRADE 10**

The focus of this course is on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about each of the body's systems, how they function, and diseases related to that system. Health care careers related to the human body systems are included.

**HEALTH SCIENCE II  
HONORS HEALTH SCIENCE II**

**1 UNIT**

**PREREQUISITE: HEALTH SCIENCE I**

Students will learn health care skills as they expand their understanding of human anatomy and physiology and trends of health care agencies, essentials of wellness, legal and ethical issues, teamwork and effective communication. This course uses the national Healthcare Foundation Standards and Accountability Criteria.

**NURSING FUNDAMENTALS**

**Personal Requirements:** During required internships comprising 50 percent of the course work, students in this course may work independently at times and must exhibit maturity, empathy, honesty, dependability, patience, responsibility, confidentiality and discretion. Students will be working with actual patients in medical offices, hospitals and skilled care facilities. Students will be representing their high school as well as GCS not only to the patients but also to hospital employees and administrators.

**Legal Requirements:** Students are responsible for obtaining or providing proof of Hepatitis B inoculation series, a negative TB skin test since July 2016, Tetanus shot within the last 10 years and the Chicken Pox vaccine or illness. Students must adhere to a strict dress code required by the medical facility and must also provide for criminal checks and drug testing as required by the medical facility.

**CNA Requirements:** To qualify for the Certified Nurse Aide I certification, students must have: 1) a course grade of 85 or better; 2) passed all CNA skills with 100% mastery, 3) an original Social Security Card, and 4) a current government issued picture ID.

**HONORS NURSING FUNDAMENTALS**

**2 UNITS**

**RECOMMENDED PREREQUISITE: STUDENTS SHOULD HAVE OBTAINED A "B" OR BETTER IN HEALTH SCIENCE II AND GRADE 12**

Personal care and basic nursing skills are taught to students who want to earn the Certified Nursing Assistant I (CNA) certification. See inset above for all necessary requirements. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). To take the certification test students must have a social security card and a valid government issued ID. Students who pass the NNAAP become listed on the NC NAI Registry. Students participate in a required clinical internship in a long-term care agency. Healthcare agencies may require testing for TB and/or other diseases and a criminal record check for felonies related to drugs.

**HONORS PHARMACY TECHNICIAN**

**GRADE LEVEL: 12**

**1 UNIT**

**PREREQUISITE: HEALTH SCIENCE II**

**RECOMMENDED PREREQUISITE: "B" OR BETTER IN MATH II**

Pharmacy Technician is a self-paced computer-based course designed to prepare high school seniors to become certified Pharmacy Technicians. Students learn federal law, medication used in major body systems, calculations, and pharmacy operations. An internship in a pharmacy is required. Participating pharmacies require students to provide negative drug tests. **Northwest, Southern, Weaver**

**PUBLIC HEALTH FUNDAMENTALS**

**1 UNIT**

**PREREQUISITE: HEALTH SCIENCE II**

Public Health Fundamentals helps future healthcare professionals understand the unique challenges and strategies involved in home healthcare settings. Medical industry and healthcare regulating agencies agree that home is the best setting for providing healthcare to increasing numbers of critically ill patients needing very high tech and very skilled care. Healthcare professionals without the ability to function outside traditional facilities will be ill prepared to meet current healthcare industry needs.

**CTE ADVANCED STUDIES**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

**PLTW PRINCIPLES OF BIOMEDICAL SCIENCES**

**1 UNIT**

This course is designed for students to investigate the human body systems and various health conditions. They determine factors that lead to the death of a fictional person and investigate lifestyle choices. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Weaver**

## PLTW HUMAN BODY SYSTEMS

1 UNIT

PREREQUISITE: PLTW PRINCIPLES OF BIOMEDICAL SCIENCES

In this course students examine the human body systems, design experiments and use data acquisition software to monitor body functions and often play the role of the biomedical professional. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Weaver**

## PLTW MEDICAL INTERVENTIONS

1 UNIT

PREREQUISITE: PLTW HUMAN BODY SYSTEMS

This course allows students to investigate the interventions involved in the prevention, diagnosis and treatment of disease. It is a "How-To" manual for maintaining overall health. English language arts and science are reinforced in this course. **Weaver**

## Enhancement Course Descriptions

### MARKETING

1 UNIT

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

### MICROSOFT WORD & POWERPOINT HONORS MICROSOFT WORD & POWERPOINT

1 UNIT

Learn the Microsoft application software at an accelerated pace. Develop advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications and will offer students the opportunity to earn industry standard certifications from Microsoft. Students in this honors level course are expected to earn advanced Microsoft Office Specialist certification in Word and/or PowerPoint.

### MICROSOFT EXCEL HONORS MICROSOFT EXCEL

1 UNIT

PREREQUISITE: MICROSOFT WORD & POWERPOINT

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

### ENTREPRENEURSHIP I HONORS ENTREPRENEURSHIP I

1 UNIT

PREREQUISITE: MARKETING OR

PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

### PERSONAL FINANCE

GRADE LEVEL: 11, 12

1 UNIT

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

### INTRODUCTION TO CHILD DEVELOPMENT

1 UNIT

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the parents' responsibilities and the influences they have on children while providing care and guidance. Students will gain an understanding of the physical, emotional, social and intellectual changes in the family beginning with pregnancy and continuing through the school age child.

**PRINCIPLES OF BUSINESS & FINANCE**

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

**PUBLIC SAFETY I**

**1 UNIT**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

**PUBLIC SAFETY II**

**1 UNIT**

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the FEMA CERT certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CTE INTERNSHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

**CTE APPRENTICESHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.

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<b>HOSPITALITY &amp; TOURISM CLUSTER</b>	
<b>Foundation Courses</b>	
Introduction To Culinary Arts	Principles of Business & Finance
Culinary Arts & Hospitality I	ProStart I
Culinary Arts & Hospitality II*	ProStart II*
Marketing	Sports & Entertainment Marketing I
Hospitality & Tourism*	Sports & Entertainment Marketing II*
Entrepreneurship I	Honors Project Management I
Honors Entrepreneurship II	CTE Advanced Studies
<b>Enhancement Courses</b>	
Microsoft Word & PowerPoint	Personal Finance
Microsoft Excel	CTE Internship
Honors Microsoft Excel	CTE Apprenticeship
Multimedia & Webpage Design	

## Foundation Course Descriptions

### INTRODUCTION TO CULINARY ARTS

**1 UNIT**

Welcome to one of the fastest growing industries in the US. Students will learn basic safety and sanitation practices for the food preparation. National industry-recognized food safety credentials are introduced. Working in a commercial food service facility, students gain real world culinary and hospitality experiences. **Weaver**

### CULINARY ARTS & HOSPITALITY I

**1 UNIT**

**PREREQUISITE: INTRODUCTION TO CULINARY ARTS & HOSPITALITY**

This course allows students to continue in the world of Culinary Arts & Hospitality. Many career opportunities exist in the food service industry from the inexperienced to the highest specialist or managerial positions. Culinary Arts and Hospitality I introduces the study of hands-on experience in food preparation techniques for the commercial food kitchen. This study includes planning, food preparation and service in an actual restaurant setting as well as with catered functions. **Weaver**

### CULINARY ARTS & HOSPITALITY II HONORS CULINARY ARTS & HOSPITALITY II

**2 UNITS**

**PREREQUISITE: CULINARY ARTS & HOSPITALITY I**

This course continues the sequence of study from Culinary Arts and Hospitality I with emphasis placed on advanced food preparation and restaurant/food service

management. In addition, students will experience menu planning, cost control and other management responsibilities. This foundation course is the beginning process toward careers as Chef, Executive Chef, Sous Chef or restaurant/catering owner. **Weaver**

### MARKETING

**1 UNIT**

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

### HOSPITALITY & TOURISM

**1 UNIT**

**PREREQUISITE: MARKETING OR SPORTS AND ENTERTAINMENT MARKETING I**

Interested in a career in travel, tourism and recreation marketing? Begin with an overview of the hospitality industry. Study the impact of tourism, gain customer relations skills, understand the economic impact of travel and tourism, learn about destinations in North Carolina, the United States and the world, and learn to analyze and market various destinations. Plan travel itineraries and make travel and hotel bookings.

**ENTREPRENEURSHIP I  
HONORS ENTREPRENEURSHIP I**

**1 UNIT**

**PREREQUISITE: MARKETING OR**

**PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

**HONORS ENTREPRENEURSHIP II**

**1 UNIT**

**PREREQUISITE: ENTREPRENEURSHIP I**

This challenging honors level course will provide students an opportunity to develop an understanding of relevant decision to be made after obtaining financing to open a small business. Students acquire an in-depth knowledge of business regulations, risks, management, and marketing. Student will develop a small-business management handbook to demonstrate the mastery of various business concepts.

**PRINCIPLES OF BUSINESS & FINANCE**

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

**PROSTART I**

**1 UNIT**

ProStart is the career-building program for high school students interested in culinary arts and food service management. The program blends culinary arts and management topics designed to build well-rounded skills for the workplace. The course leads to student certification by the National Restaurant Association. Students will participate in a food service internship leading toward the ProStart Certificate of Achievement at the end of ProStart II. **High Point Central**

**PROSTART II**

**1 UNIT**

**PREREQUISITE: PROSTART I**

ProStart students continue learning and practicing advanced food service skills. Throughout the course, students are also learning culinary arts and food service

skills including the hospitality industry, tourism and the retail industry, the history of food service and the lodging industry. Students will participate in a food service internship leading toward the ProStart Certificate of Achievement at the end of this course. **High Point Central**

**SPORTS AND ENTERTAINMENT MARKETING I**

**1 UNIT**

Students will learn about the field of sports and entertainment marketing. Explore the following principles as they apply to the industry: business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion and sponsorships.

**SPORTS AND ENTERTAINMENT MARKETING II  
HONORS SPORTS AND ENTERTAINMENT  
MARKETING II**

**1 UNIT**

**PREREQUISITE: SPORTS AND ENTERTAINMENT MARKETING I**

Develop in-depth knowledge of the field of sports and entertainment marketing. Students will continue to expand upon principles related to the industry that include: business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion and sponsorships.

**HONORS PROJECT MANAGEMENT I**

**1 UNIT**

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

**CTE ADVANCED STUDIES**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

## Enhancement Course Descriptions

### **MICROSOFT WORD & POWERPOINT HONORS MICROSOFT WORD & POWERPOINT**

**1 UNIT**

Learn the Microsoft application software at an accelerated pace. Develop advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications and will offer students the opportunity to earn industry standard certifications from Microsoft. Students in this honors level course are expected to earn advanced Microsoft Office Specialist certification in Word and/or PowerPoint.

### **MICROSOFT EXCEL HONORS MICROSOFT EXCEL**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

### **MULTIMEDIA & WEBPAGE DESIGN**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD AND POWERPOINT**

This course focuses on learning the design principles and elements of desktop publishing, graphic image design, computer animation, and multimedia production. Students will use their knowledge to design, create and update webpages and various multimedia programs.

## **PERSONAL FINANCE**

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

## **CTE INTERNSHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

## **CTE APPRENTICESHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.



To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

<b>HUMAN SERVICES CLUSTER</b>	
<b>Foundation Courses</b>	
Introduction to Child Development	Principles of Business & Finance
Early Childhood Education I	Personal Finance
Honors Early Childhood Education II*	CTE Advanced Studies
<b>Enhancement Courses</b>	
Microsoft Word & PowerPoint	CTE Internship
Entrepreneurship I	CTE Apprenticeship
Microsoft Excel	
Honors Microsoft Excel	

### Foundation Course Descriptions

#### EARLY CHILDHOOD EDUCATION

This program is for students who are interested in a career as an educator/teacher of young children, birth through age eight. Students enrolled in Early Childhood I & II work with children in child care centers and elementary schools. These courses are two-credit courses with a required internship comprising more than 50 percent of the required coursework. Students will be representing their high school as well as GCS not only to the children and their parents but also to the child care employees and administrators. Participants in this course must exhibit maturity, empathy, honesty, dependability, patience, responsibility, confidentiality and discretion. Students are responsible for attaining or providing proof of a negative TB skin test since July 2016, must adhere to a strict dress code and also provide for criminal checks and drug testing as required by the child care facility. They must agree to abide by GCS' and the internship sites' policies and procedures. Since Early Childhood Education interns come into contact with children on a regular basis, it is required that all students have a criminal background check before beginning their Early Childhood internships. (Statute 110-90.2)

#### Procedures for enrolling in Early Childhood Education (ECE) I and II:

- Turn 16 years of age by the time school starts (Early childhood education & NC Child Care General Statute 110.91).
- Prior to registration, interested students will meet with the Early Childhood teacher and provide to the teacher: 1) a completed interest form and 2) a criminal records report.
- The ECE teacher will meet with each student to review career interest and the criminal records report.
- Based on each student's career interest, school discipline record and individual criminal record, the teacher will submit to guidance a list of students to be enrolled in ECE I and II.
- Guidance will refer any interested students to the ECE teacher.

#### INTRODUCTION TO CHILD DEVELOPMENT

**1 UNIT**

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the parents' responsibilities and the influences they have on children while providing care and guidance. Students will gain an understanding of the physical, emotional, social and intellectual changes in the family beginning with pregnancy and continuing through the school age child.

#### EARLY CHILDHOOD EDUCATION I HONORS EARLY CHILDHOOD EDUCATION I

**2 UNITS**

Through hands-on experiences, students will learn about the process of teaching and learning. They will study the developmental stages of children birth through age eight. Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be sixteen (16) years of age prior to October 1 to enroll in this course. Students are required to develop age appropriate lesson plans and present these lesson plans to their fellow students for evaluation and to the children enrolled in the child care centers and elementary schools.

#### HONORS EARLY CHILDHOOD EDUCATION II

**2 UNITS**

##### PREREQUISITE: EARLY CHILDHOOD EDUCATION I

This course continues the instruction begun in Early Childhood Education I and includes advanced studies of early childhood, birth through age eight. Students receive instruction in child care pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills and technology. Students will complete extensive indepth assignments including research, reflective practice, analytical thinking and technology skills to enhance studies, extend research and assist them in professionally displaying their work.

## **PRINCIPLES OF BUSINESS & FINANCE**

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

## **PERSONAL FINANCE**

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

## **CTE ADVANCED STUDIES**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

## Enhancement Course Descriptions

### **MICROSOFT WORD & POWERPOINT HONORS MICROSOFT WORD & POWERPOINT**

**1 UNIT**

Learn the Microsoft application software at an accelerated pace. Develop advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications and will offer students the opportunity to earn industry standard certifications from Microsoft. Students in this honors level course are expected to earn advanced Microsoft Office Specialist certification in Word and/or PowerPoint.

### **ENTREPRENEURSHIP I HONORS ENTREPRENEURSHIP I**

**1 UNIT**

**PREREQUISITE: MARKETING OR**

**PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**  
Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your

own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

### **MICROSOFT EXCEL HONORS MICROSOFT EXCEL**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

### **CTE INTERNSHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

### **CTE APPRENTICESHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.

To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

INFORMATION TECHNOLOGY CLUSTER	
Foundation Courses	
AP Computer Science	Foundations of Information Technology
AP Computer Science Principles	Microsoft Word & PowerPoint
Computer Programming I	Microsoft Excel
Honors Computer Programming II*	Honors Microsoft Excel
Honors Computer Programming I SAS*	Multimedia & Webpage Design*
Honors Computer Programming II SAS	Honors Network Administration
Honors Computer Programming I - Oracle Database	Honors Network Administration II*
Honors Computer Programming II - Oracle Database*	Honors Network Administration III
Computer Engineering Technology I	Honors Network Engineering Technology I - Cisco
Honors Computer Engineering II*	Honors Network Engineering Technology II - Cisco*
Digital Forensics & Cyber Security	Honors Network Engineering Technology III - Cisco
E-Commerce I*	Principles of Business & Finance
Honors E-Commerce II	Honors Project Management I
CTE Advanced Studies	CompTIA IT Fundamentals
Enhancement Courses	
Personal Finance	CTE Internship
Honors Network Engineering Technology IV - Cisco	CTE Apprenticeship
Entrepreneurship I	

### Foundation Course Descriptions

#### AP COMPUTER SCIENCE

##### 1 UNIT

This college-level introductory course is designed to be the equivalent of a first-semester college course in computer science. The course emphasis is the development of computer programs that correctly solve a given problem. Students learn other important aspects of computer science, including standard algorithms, the development and analysis of algorithms, fundamental data structures, and typical applications, and logic, ethics, and formal methods. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Northern, Ragsdale, Weaver**

#### AP COMPUTER SCIENCE PRINCIPLES

##### 1 UNIT

AP Computer Science Principles is designed to introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP

Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. This course is meant to be the equivalent of an introductory college course in Computer Science.

#### COMPUTER PROGRAMMING I HONORS COMPUTER PROGRAMMING I

##### 1 UNIT

This course is designed to introduce programming and application development using Visual Basic. Emphasis is placed on the software development process, how to properly construct a user interface, and basic programming concepts such as conditionals, loops, and one-dimensional arrays. Students learn the basics of coding, error checking, and writing efficient code. A solid understanding of math is recommended along with the successful completion of Math I.

## HONORS COMPUTER PROGRAMMING II

1 UNIT

PREREQUISITE: COMPUTER PROGRAMMING I

This project-based course is designed to teach students C# programming through the procedures of the XNA Framework. Students will apply multimedia programming concepts, properties of arrays and game design principles. The students also learn to design class structures as well as object-oriented programming concepts. Logical and critical thinking is reinforced in this course as well as mathematics.

## HONORS COMPUTER PROGRAMMING I SAS

1 UNIT

PREREQUISITE: ONE COURSE IN ANOTHER COMPUTER PROGRAMMING LANGUAGE

This course is for users who want to learn to write SAS (Statistical Analysis Software) programs. It is the entry point to learning SAS programming and is a prerequisite to many other SAS courses. Students will learn to navigate the SAS windowing environment, read various types of data into SAS data sets, validate and clean SAS data sets, create SAS variables and subset data, control and combine data sets. Upon completion of the course, students will test for the SAS Associate Programmer Certification. **Weaver**

## HONORS COMPUTER PROGRAMMING II SAS

1 UNIT

PREREQUISITE: SAS PROGRAMMING I

Students continue with SAS programming to learn to process SAS data using Structured Query Language (SQL) and focus on components of the SAS macro facility and how to design, write and debug macro systems. Emphasis is placed on understanding how programs with macro code are processed. Students will learn to query and subset data, summarize and present data, create and modify table views & indexes, perform text substitution in SAS code, use macro variables & macro functions. Upon completion of the course, students will test for the SAS Advanced Programming Exam for SAS. **Weaver**

## HONORS COMPUTER PROGRAMMING I - ORACLE DATABASE

1 UNIT

PREREQUISITE: COMPUTER PROGRAMMING I OR SAS PROGRAMMING I

Students create, maintain and manipulate database objects through the use of Structured Query Language (SQL) in preparation for the Introduction to Oracle 10g-SQL Certification Exam. SQL is the primary language used to access and modify data in a relational database and is the common query language used by Oracle. Students will learn professional skills necessary for Web-based businesses such as teamwork, project management presentation and client interviewing techniques. **Weaver**

## HONORS COMPUTER PROGRAMMING II - ORACLE DATABASE

1 UNIT

PREREQUISITE: HONORS DATABASE PROGRAMMING I - ORACLE

This advanced level course in Oracle offers students the opportunity to extend their knowledge of problem analysis to data application development. Teamwork, project management and presentations will be used to demonstrate Procedural Language/Structured Query Language (PL/SQL) programming and Oracle HTML database development. Students will create, maintain and manipulate database objects for potential clients utilizing structured query language (SQL) in preparation for Oracle 10g Programming with PL/SQL exam. **Weaver**

## COMPUTER ENGINEERING TECHNOLOGY I HONORS COMPUTER ENGINEERING TECHNOLOGY I

1 UNIT

Students learn basic skills required for careers in information and computer technology. Emphasis will be placed on skills needed to safely configure, build, upgrade, diagnose, and maintain computers and peripherals, specifically PC hardware, networking, laptops, and operational procedures. Hands-on training experiences will be provided. This course will prepare students for the (901) portion of CompTIA A+ Certification. Developing technical writing skills will also be emphasized. **Andrews, Eastern, HP Central, Northeast, Northern, Northwest, Weaver**

**HONORS COMPUTER ENGINEERING II****1 UNIT****PREREQUISITE: COMPUTER ENGINEERING TECHNOLOGY I**

Learn the essential operating systems competencies for an entry-level PC service technician. These are also the skills needed for the (902) portion of CompTIA A+ Certification, a nationally recognized certification for computer service technicians. Students will demonstrate knowledge of building, installing, configuring, upgrading, troubleshooting and repairing operating systems as well as the knowledge of PC security, mobile devices, and general troubleshooting. Hands-on experiences provide opportunities to enhance classroom instruction and career development. **Andrews, Eastern, HP Central, Northeast, Northern, Northwest, Weaver**

**DIGITAL FORENSICS & CYBER SECURITY****1 UNIT**

In this course, students will learn the principles of digital storage media and practice the principles of recovering lost and deleted data. The students will investigate crime scene scenarios that enable them to recover and protect the digital media using the rules of evidence. Malware, malicious code and cyber-attacks are real concerns with any networked environment. Students will also explore the emerging field of cyber security by learning some of the tactics and techniques used by many cyber criminals today and find ways to protect against them. Students in this course can potentially earn certification as an AccessData Certified Examiner. **Northwest, Weaver**

**E-COMMERCE I  
HONORS E-COMMERCE I****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: MULTIMEDIA AND WEBPAGE DESIGN**

In this challenging online course, students master skills in the design and construction of web sites. Students will develop competency in advanced website construction and entrepreneurial applications of conducting business electronically. Students plan, design, create, publish, maintain and promote an electronic business website. Students examine the economic, social, legal and ethical issues related to electronic business. **Also available at Weaver.**

**HONORS E-COMMERCE II****1 UNIT****PREREQUISITE: E-COMMERCE I**

This rigorous online course continues website design with the study of electronic commerce security; payment infrastructure; secure electronic commerce transactions; and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing electronic websites, tracking and using customer and sales data and databases in electronic commerce sites. Problem solving, research and critical thinking skills are reinforced through capstone projects. **Also available at Weaver.**

**CTE ADVANCED STUDIES****1 UNIT****PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

**FOUNDATIONS OF INFORMATION TECHNOLOGY****1 UNIT**

This excellent introductory course provides entry level students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. This course prepares the student for additional IT offerings.

## **MICROSOFT WORD & POWERPOINT HONORS MICROSOFT WORD & POWERPOINT**

**1 UNIT**

Learn advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications. Real world application of these programs allows students to gain valuable experience and knowledge. Students will have the opportunity to earn Microsoft industry standard certifications in Word and/or PowerPoint.

## **MICROSOFT EXCEL HONORS MICROSOFT EXCEL**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

## **MULTIMEDIA & WEBPAGE DESIGN**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD AND POWERPOINT**

This course focuses on learning the design principles and elements of desktop publishing, graphic image design, computer animation, and multimedia production. Students will use their knowledge to design, create and update webpages and various multimedia programs.

## **HONORS NETWORK ADMINISTRATION**

**1 UNIT**

This course provides a broad-based foundation in the engineering and administration of computer network systems. Emphasis is on PC/network hardware and operating systems, architecture, protocols, design and security, and career development. This is an introductory course to Network Administration. It relies heavily on the Microsoft Technology Associate (MTA) curriculum, specifically, on the entry level objectives and basic knowledge of Networking Fundamentals, Security Fundamentals, and Operating System Fundamentals. Students successful in this class should be able to challenge and pass the three MTA certifications as noted above and be well prepared for Network Administration II. **The Academy at Central, Weaver**

## **HONORS NETWORK ADMINISTRATION II**

**1 UNIT**

**RECOMMENDED PREREQUISITE: NETWORKING I OR  
NETWORK ADMINISTRATION I**

Based on industry-validated skill standards, topics of this course include networking security, administrator responsibilities, and documentation of work-based experiences. Students will learn how to install, upgrade and migrate to Windows 7 client. Students configure Windows 7 client for network connectivity, security, maintenance and mobile computing. This course can help prepare students for the Windows 7 MCTS certification assessment. <http://www.microsoft.com/learning/en/us/certification/cert-windowsclient.aspx>  
**The Academy at Central, Weaver**

## **HONORS NETWORK ADMINISTRATION III**

**1 UNIT**

**PREREQUISITE: NETWORK ADMINISTRATION II -  
MICROSOFT HONORS**

Topics of this course include desktop application issues, networking issues, managing and maintaining systems that run Windows 7 Client, supporting mobile users, and identifying the cause of and resolving security issues. This course will specialize in Desktop Support for Windows 7 to help understand and troubleshoot both the technical aspects of the operating system and hardware as well as the vital customer service and business process skills required by support professionals. This course can help prepare students for the Microsoft Certified Information Technology Professional in Windows 7 Enterprise Desktop Support. **The Academy at Central, Weaver**

## **HONORS NETWORK ENGINEERING TECHNOLOGY I - CISCO**

**1 UNIT**

CCNA 5.0 Introduction to Networks introduces the architecture, structure, functions, components, and models of the Internet and computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. **Andrews, Eastern, HP Central, Northern, Northeast, Northwest, Smith, Weaver**

## HONORS NETWORK ENGINEERING TECHNOLOGY II - CISCO

**1 UNIT**

**PREREQUISITE: NETWORKING I OR NETWORK ENGINEERING TECHNOLOGY I**

CCNA 5.0 Routing and Switching Essentials: Describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. This course along with NET I will prepare students for the Cisco CCENT certification. **Andrews, Eastern, HP Central, Northern, Northeast, Northwest, Smith, Weaver**

## HONORS NETWORK ENGINEERING TECHNOLOGY III - CISCO

**1 UNIT**

**PREREQUISITE: NETWORK ENGINEERING II - CISCO**

CCNA 5.0 Scaling Networks: Describes the architecture, components, and operations of routers and switches in a large and complex network. Students learn how to configure routers and switches for advanced functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. Students will also develop the knowledge and skills needed to implement DHCP and DNS operations in a network. This course along with CCNA 5.0 Connecting Networks will prepare students for the Cisco CCNA certification. **Andrews, Eastern, HP Central, Northern, Northeast, Northwest, Smith, Weaver**

## PRINCIPLES OF BUSINESS & FINANCE

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

## HONORS PROJECT MANAGEMENT I

**1 UNIT**

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

## COMPTIA IT FUNDAMENTALS

**1 UNIT**

This course will focus on a variety of basic IT activities related to computer software, computer hardware and network engineering. Labs topics will include installing an operating system and features, adjusting windows settings and accessibility options, installing/uninstalling security and other software, configuring routers, mobile device configuration, etc. This course is aligned to the CompTIA IT Fundamentals certification. **Andrews, Eastern, HP Central, Northeast, Northern, Northwest, Smith, The Kearns Academy, Weaver**

## Enhancement Course Descriptions

### PERSONAL FINANCE

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

### HONORS NETWORK ENGINEERING IV

**1 UNIT**

This course allows students to learn and apply the principles of connecting networks. They will study and apply; hierarchical network design, connecting to the WAN, point-to point connections, Frame Relay, NAT for IPv4, Broadband solutions, securing site to site connectivity as well as monitoring and troubleshooting networks. The completion of this course along with the NET, I, II and III courses will prepare the student for the Cisco CCNA certification. **Andrews, Eastern, HP Central, Northern, Northeast, Northwest, Smith, Weaver**

## **ENTREPRENEURSHIP I HONORS ENTREPRENEURSHIP I**

**1 UNIT**

**PREREQUISITE: MARKETING OR**

**PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

## **CTE INTERNSHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

## **CTE APPRENTICESHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.



To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY CLUSTER	
Foundation Courses	
Public Safety I	CTE Advanced Studies
Public Safety II*	Emergency Management I
Enhancement Courses	
Hospitality & Tourism	Microsoft Excel
Principles of Business & Finance	Honors Microsoft Excel
Personal Finance	CTE Internship
Microsoft Word & PowerPoint	CTE Apprenticeship

### Foundation Course Descriptions

#### PUBLIC SAFETY I

**1 UNIT**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

**Northern**

#### PUBLIC SAFETY II

**1 UNIT**

**PREREQUISITE: PUBLIC SAFETY I**

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the FEMA CERT certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Northern**

#### CTE ADVANCED STUDIES

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

#### EMERGENCY MANAGEMENT I

**1 UNIT**

**PREREQUISITE: PUBLIC SAFETY II**

This course is aligned to the Emergency Management certifications from FEMA and are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are required by professionals in this field. The course includes skills in each area of emergency management, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Northern**

## Enhancement Course Descriptions

### HOSPITALITY & TOURISM

**1 UNIT**

**PREREQUISITE: MARKETING OR SPORTS AND ENTERTAINMENT MARKETING I**

Interested in a career in travel, tourism and recreation marketing? Begin with an overview of the hospitality industry. Study the impact of tourism, gain customer relations skills, understand the economic impact of travel and tourism, learn about destinations in North Carolina, the United States and the world, and learn to analyze and market various destinations. Plan travel itineraries and make travel and hotel bookings.

### PRINCIPLES OF BUSINESS & FINANCE

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

### PERSONAL FINANCE

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

### MICROSOFT WORD & POWERPOINT HONORS MICROSOFT WORD & POWERPOINT

**1 UNIT**

Learn advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications. Real world application of these programs allows students to gain valuable experience and knowledge. Students will have the opportunity to earn Microsoft industry standard certifications in Word and/or PowerPoint.

### MICROSOFT EXCEL HONORS MICROSOFT EXCEL

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

### CTE INTERNSHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

### CTE APPRENTICESHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.

To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

MANUFACTURING CLUSTER	
Foundation Courses	
Apparel & Textile Production I	Fashion Merchandising
Apparel & Textile Production II*	Marketing
Electronics I	Metals Manufacturing Technology I
Honors Electronics II*	Metals Manufacturing Technology II*
Honors Electronics III	Principles of Business & Finance
Entrepreneurship I	Honors Project Management I
CTE Advanced Studies	
Enhancement Courses	
Drafting I	Multimedia & Webpage Design
Honors Electronics IV	Personal Finance
Microsoft Word & PowerPoint	CTE Internship
Microsoft Excel	CTE Apprenticeship
Honors Microsoft Excel	

### Foundation Course Descriptions

#### APPAREL & TEXTILE PRODUCTION I

**GRADE LEVEL: 10**

**1 UNIT**

Learn the basics of clothing production including preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Students apply these construction and design skills to apparel and home fashion. Skills in art, communication, math, science, and technology are reinforced. **Eastern, Penn-Griffin School for the Arts, Weaver**

#### APPAREL & TEXTILE PRODUCTION II

**1 UNIT**

**PREREQUISITE: APPAREL & TEXTILE PRODUCTION I**

Explore the field of advanced clothing and housing apparel development. Use of fibers and fabrics combined with design and construction techniques to develop and produce a clothing or housing apparel product. A real or simulated business apparel enterprise and FCCLA activities allow students to apply their knowledge to an authentic experience and to develop a portfolio. Skills in science, mathematics, management, communication, and teamwork are reinforced in this course. **Eastern, Penn-Griffin School for the Arts, Weaver**

#### ELECTRONICS I

#### HONORS ELECTRONICS I

**1 UNIT**

Learn electronic practices and fundamentals as you

prepare for careers in electronics, communications, and IT. Hands-on activities and topics include safety, tools, test equipment, soldering, focusing on the Electronic Career and Technical Education Technicians Association EM1 Module direct current (DC). Ohm's law, Kirchoff's law, electronic components, schematic diagrams and electronic circuitry are studied. Hands-on kit building projects will be used to reinforce classroom concepts. Students have the opportunity to develop skills and earn national certification through the Electronics Technician Association (ETA). See [www.eta-i.org](http://www.eta-i.org) for additional information on ETA. **Andrews, HP Central, Weaver**

#### HONORS ELECTRONICS II

**1 UNIT**

**PREREQUISITE: ELECTRONICS I**

This course covers advanced practices, principles, and special equipment and materials based upon the Electronic Technicians Association (ETA) areas of ETA (EM4) Digital Electronics, to include introduction to micro-processors, micro-controllers, and computer architecture. Topics include safety, semiconductor devices, binary octal and hexadecimal systems, common electronic symbols, electrical drawings, registers, ascii code and computer electronics. Hands-on kit building projects will be used to reinforce classroom concepts. This course helps prepare students for ETA certification in Digital Electronics. **Andrews, High Point Central, Weaver**

### HONORS ELECTRONICS III

1 UNIT

PREREQUISITE: ELECTRONICS II

This course is based upon the Electronic Technicians Association International (ETA-i) area of AC (EM2). Topics include, Alternating Current components and terms, Principles of Inductance and Capacitance, AC generator and Motor theory, RC, RL and RCL principles, general Mathematics and Formulas used in AC, as well as test equipment, cabling and basic safety precautions. **Andrews, High Point Central, Weaver**

### ENTREPRENEURSHIP I HONORS ENTREPRENEURSHIP I

1 UNIT

PREREQUISITE: MARKETING OR

PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

### CTE ADVANCED STUDIES

1 UNIT

PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

### FASHION MERCHANDISING

1 UNIT

This course introduces students to the world of buying and selling in the fashion industry. Students will explore the concepts of the business of fashion, fashion promotional events, the evolution and movement of fashion, and the merchandising and selling of fashion.

### MARKETING

1 UNIT

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

### METALS MANUFACTURING TECHNOLOGY I

1 UNIT

This course introduces various manufacturing processes and career opportunities in manufacturing with emphasis on machining metals parts. Topics include mathematics, layout, specifications, blueprints, hand tools, precision measuring instruments, lathes, drill presses, saws and grinders. Students have the opportunity to earn national certification through the National Institute of Metalworking Skills. See [www.nims-skills.org/web/nims/home](http://www.nims-skills.org/web/nims/home) for additional information on NIMS. **HP Central, Weaver**

### METALS MANUFACTURING TECHNOLOGY II

2 UNITS

PREREQUISITE: METALS MANUFACTURING I

This course provides advanced instruction in manufacturing processes and introduces CAD/CAM (Computer Assisted Drafting/Computer Aided Manufacturing) and CNC (Computer Numerical Control) processes. Topics include turning, milling, sawing, grinding, metallurgy, assembly techniques, machine tool maintenance and welding/cutting operations. Students have the opportunity to earn national certification through the National Institute of Metalworking Skills. See [www.nims-skills.org/web/nims/home](http://www.nims-skills.org/web/nims/home) for additional information on NIMS. **HP Central, Weaver**

### PRINCIPLES OF BUSINESS & FINANCE

GRADE LEVEL: 9, 10

1 UNIT

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

### HONORS PROJECT MANAGEMENT I

1 UNIT

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

## Enhancement Course Descriptions

### DRAFTING I HONORS DRAFTING I

1 UNIT

In this entry level course, students are introduced to tools used to effectively communicate ideas and concepts found in architecture, manufacturing, engineering, science, and mathematics. Topics include the fundamentals of manual drawing board drafting techniques, sketching, geometry, and geometric construction drawings. Students will learn the basics of simple and complex techniques used in 2D and 3D computer aided drafting (CAD), while developing

basic leadership skills and goal setting strategies. This course incorporates the Autodesk Digital S.T.E.A.M. (Science Technology Engineering Art & Math) Curriculum, and will help prepare students for the Autodesk Certified User certification in AutoCAD. **Andrews, Eastern, High Point Central, Northeast, Northern, Northwest, Page, Southeast, Southwest, Weaver, Western**

**HONORS ELECTRONICS IV**

**1 UNIT**

**PREREQUISITE: HONORS ELECTRONICS III**

This course is based on the Electronic Technicians Association International (ETA-i) area of Analog Basics. (EM3) Topics include, understanding diodes, integrated circuits, optoelectronic devices, power supplies, test equipment, operational amplifiers, oscillators, filters and waveshaping circuits. Students will be able to apply procedures used with transistors, thyristors, mathematics and formulas used in analog electronics. **Andrews, High Point Central, Weaver**

**MICROSOFT WORD & POWERPOINT  
HONORS MICROSOFT WORD & POWERPOINT**

**1 UNIT**

Learn advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications. Real world application of these programs allows students to gain valuable experience and knowledge. Students will have the opportunity to earn Microsoft industry standard certifications in Word and/or PowerPoint.

**MICROSOFT EXCEL  
HONORS MICROSOFT EXCEL**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

**MULTIMEDIA & WEBPAGE DESIGN**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD AND POWERPOINT**

This course focuses on learning the design principles and elements of desktop publishing, graphic image design, computer animation, and multimedia production. Students will use their knowledge to design, create and update webpages and various multimedia programs.

**PERSONAL FINANCE**

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

**CTE INTERNSHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

**CTE APPRENTICESHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.

To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

<b>MARKETING CLUSTER</b>	
<b>Foundation Courses</b>	
Entrepreneurship I*	
Honors Entrepreneurship II	Principles of Business & Finance
Fashion Merchandising	Honors Strategic Marketing
Marketing	Honors Project Management I
Marketing Applications*	Virtual Enterprises I
	CTE Advanced Studies
<b>Enhancement Courses</b>	
Apparel & Textile Production I	Multimedia & Webpage Design
Business Law	Personal Finance
Microsoft Word & PowerPoint	CTE Internship
Hospitality & Tourism	CTE Apprenticeship
Microsoft Excel	
Honors Microsoft Excel	

### Foundation Course Descriptions

#### **ENTREPRENEURSHIP I**

#### **HONORS ENTREPRENEURSHIP I**

**1 UNIT**

**PREREQUISITE: MARKETING OR**

**PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

#### **HONORS ENTREPRENEURSHIP II**

**1 UNIT**

**PREREQUISITE: ENTREPRENEURSHIP I**

This challenging honors level course will provide students an opportunity to develop an understanding of relevant decision to be made after obtaining financing to open a small business. Students acquire an in-depth knowledge of business regulations, risks, management, and marketing. Student will develop a small-business management handbook to demonstrate the mastery of various business concepts.

#### **FASHION MERCHANDISING**

**1 UNIT**

This course introduces students to the world of buying and selling in the fashion industry. Students will explore the concepts of the business of fashion, fashion promotional events, the evolution and movement of fashion, and the merchandising and selling of fashion.

#### **MARKETING**

**1 UNIT**

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

#### **MARKETING APPLICATIONS**

**1 UNIT**

**PREREQUISITE: MARKETING OR FASHION MERCHANDISING**

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions, applications and impact on business decisions.

**PRINCIPLES OF BUSINESS & FINANCE**

**GRADE LEVEL: 9, 10** **1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

**HONORS STRATEGIC MARKETING**

**1 UNIT**

This fast-paced honors course challenges students by combining the course content taught in both Marketing and Marketing Management courses. The curriculum, activities and resources utilized in this course are written at the freshman college level. Topics include economics, marketing, research and decision making, domestic and international marketing and influences, human resource development, ethics, management and financial analysis. Mathematics, research and critical thinking are reinforced in this course.

**HONORS PROJECT MANAGEMENT I**

**1 UNIT**

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

**VIRTUAL ENTERPRISES I (VEI)**

**2 UNITS**

**PREREQUISITE: ACCOUNTING I OR BUSINESS MANAGEMENT OR ENTREPRENEURSHIP I**

Students set up and operate a simulated business with the guidance of a teacher/facilitator and a business partner. In VEI allows students experience all facets of being an employee in an actual business environment. Students operate every aspect of the business, including human resources, accounting, product development, production, distribution, marketing and sales. In addition, they engage in trade with other practice firms (VEs) around the world. Students gain an understanding of how employees, workgroup teams, and departments interact with each other and work together for the goal of the company and learn expectations of the workplace. Various business activities throughout the year create authentic applied learning opportunities through hands-on applications, problem solving, and written and oral

communications. Students also learn about a variety of careers associated with business, acquire global economic knowledge, and use technology as applied in business. Participation in national and international trade fairs as well as the local and national business plan competitions are key components of the VE program that actualize the world of work, communications, technology and global business. **Eastern**

**CTE ADVANCED STUDIES**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

Enhancement Course Descriptions

**APPAREL & TEXTILE PRODUCTION I**

**GRADE LEVEL: 10** **1 UNIT**

Learn the basics of clothing production including preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Students apply these construction and design skills to apparel and home fashion. Skills in art, communication, math, science, and technology are reinforced. **Eastern, Penn-Griffin School for the Arts, Weaver**

**BUSINESS LAW HONORS BUSINESS LAW**

**GRADE LEVEL: 11, 12** **1 UNIT**

**PREREQUISITE: PRINCIPLES OF BUSINESS AND FINANCE**

Learn about basic legal principles common to business and personal activities. Topics include evaluation of contracts, purchasing with credit, purchasing appropriate insurance, and renting and owning real estate. Business concepts such as contracting, ethics, starting a business and hiring and managing employees are included. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced.

## **MICROSOFT WORD & POWERPOINT HONORS MICROSOFT WORD & POWERPOINT**

**1 UNIT**

Learn advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications. Real world application of these programs allows students to gain valuable experience and knowledge. Students will have the opportunity to earn Microsoft industry standard certifications in Word and/or PowerPoint.

## **HOSPITALITY & TOURISM**

**1 UNIT**

**PREREQUISITE: MARKETING OR  
SPORTS AND ENTERTAINMENT MARKETING I**

Interested in a career in travel, tourism and recreation marketing? Begin with an overview of the hospitality industry. Study the impact of tourism, gain customer relations skills, understand the economic impact of travel and tourism, learn about destinations in North Carolina, the United States and the world, and learn to analyze and market various destinations. Plan travel itineraries and make travel and hotel bookings.

## **MICROSOFT EXCEL HONORS MICROSOFT EXCEL**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

## **MULTIMEDIA & WEBPAGE DESIGN**

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD AND POWERPOINT**

This course focuses on learning the design principles and elements of desktop publishing, graphic image design, computer animation, and multimedia production. Students will use their knowledge to design, create and update webpages and various multimedia programs.

## **PERSONAL FINANCE**

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

## **CTE INTERNSHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

## **CTE APPRENTICESHIP**

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.



To be a CTE Concentrator, you must choose a minimum of four credits within a cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study.

## SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) CLUSTER

### Foundation Courses

Drafting I	PLTW Aerospace Engineering*
Honors Drafting II – Engineering*	CTE Advanced Studies
Honors Drafting III - Engineering	PLTW Environmental Sustainability*
Engineering Design*	PLTW Engineering Design & Development
Engineering Principles I	Scientific & Technical Visualization I
Engineering Principles II*	Scientific & Technical Visualization II*
Engineering Principles III	Technological Design*
PLTW Introduction to Engineering Design	Technology Engineering & Design
PLTW Principles of Engineering	Honors Project Management I
	Introduction to Modeling & Animation Advanced Modeling and Animation*

### Enhancement Courses

Entrepreneurship I	Honors Microsoft Excel
Horticulture I	Multimedia & Webpage Design*
Microsoft Word & PowerPoint	Personal Finance
Principles of Business & Finance	CTE Internship
Microsoft Excel	CTE Apprenticeship

### Foundation Course Descriptions

#### **DRAFTING I HONORS DRAFTING I**

**1 UNIT**

In this entry level course, students are introduced to tools used to effectively communicate ideas and concepts found in architecture, manufacturing, engineering, science, and mathematics. Topics include the fundamentals of manual drawing board drafting techniques, sketching, geometry, and geometric construction drawings. Students will learn the basics of simple and complex techniques used in 2D and 3D computer aided drafting (CAD), while developing basic leadership skills and goal setting strategies. This course incorporates the Autodesk Digital S.T.E.A.M. (Science Technology Engineering Art & Math) Curriculum, and will help prepare students for the Autodesk Certified User certification in AutoCAD. **Andrews, Eastern, High Point Central, Northeast, Northern, Northwest, Page, Southeast, Southwest, Weaver, Western**

#### **HONORS DRAFTING ENGINEERING II**

**1 UNIT**

**PREREQUISITE: DRAFTING I**

This course introduces students to the use of graphic tools necessary to communicate, analyze and understand the ideas and concepts found in areas of engineering, science and mathematics. Topics include teaming and communication skills, 3D modeling, manufacturing processes, dimensioning and conventional tolerancing,

sectional views, auxiliary views and pattern development using CAD software. Students will demonstrate learning through performances, presentations, demonstrations, applications, processes and products. This course will help prepare students for the Autodesk Certified User certification in Inventor. **Andrews, Eastern, High Point Central, Northeast, Northern, Northwest, Page, Southeast, Southwest, Weaver, Western**

#### **HONORS DRAFTING ENGINEERING III**

**1 UNIT**

**PREREQUISITE: DRAFTING II-ENGINEERING**  
**RECOMMENDED PREREQUISITE: GEOMETRY**

This course introduces students to the use of graphics tools necessary to communicate, analyze and understand the ideas and concepts found in the areas of engineering, science and mathematics. Topics include the engineering design process, constraint-based/ parametric modeling, threads & fasteners, working drawings, basic geometric dimensioning and tolerancing, and portfolio development. Students will be required to demonstrate learning through performances, presentations, demonstrations, applications, processes and products. This course will help prepare students for the Autodesk Certified User certification in Inventor. **Andrews, Eastern, High Point Central, Northeast, Northern, Northwest, Page, Southeast, Southwest, Weaver, Western**

## ENGINEERING DESIGN

**1 UNIT**

**PREREQUISITE: TECHNOLOGY, ENGINEERING AND DESIGN**

This course continues to apply the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological system, design optimization, and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect, and report data. Art, English language arts, mathematics and science are reinforced. **Andrews, Dudley, Eastern, Grimsley, Northeast, Northwest, Ragsdale, Smith, Southeast, Southern, Southwest, Western**

## ENGINEERING PRINCIPLES I

**1 UNIT**

This course prepares students to understand and apply technological concepts and processes that are the cornerstone of today's designed world. Students will study the nature of technology, the impacts of technology and the multiple technological systems that affect daily living. Students will engage in small group and individual activities where they develop innovations, design, fabricate, and engineer practical solutions to a variety of problems. Technology content, resources, and lab activities will enable students to apply science, mathematics, and other subject areas in authentic situations while reinforcing problem solving and critical thinking skills. **Andrews, Dudley, Eastern, Grimsley, Northeast, Northwest, Penn-Griffin, Ragsdale, Smith, Southeast, Southern, Southwest, Western**

## ENGINEERING PRINCIPLES II

**1 UNIT**

**PREREQUISITE: ENGINEERING PRINCIPLES I**

This course second level course explores important fundamentals in the field of engineering. Students will learn the technology and engineering concepts that are necessary to turn their ideas into solutions that will improve everyday life. Exciting hands-on learning activities involving electricity, electromagnetism, design and modeling, and fluid power are just a few of the ways to make learning science and math engaging and fun! Problem solving and critical thinking skills will be a focus and reinforced with project-based learning. **Andrews, Dudley, Eastern, Grimsley, Northeast, Northwest, Ragsdale, Smith, Southeast, Southern, Southwest, Western**

## ENGINEERING PRINCIPLES III

**1 UNIT**

**PREREQUISITE: ENGINEERING PRINCIPLES II**

This advanced course provides more opportunities for students to connect technology and engineering content together and apply it to solve real-world problems. More and more jobs demand advanced skills including the

ability to reason, think creatively, make decisions and work in a team environment. A good understanding of science, technology, engineering and math and their methods contribute in an essential way. Topics in this course will include electricity, mechanisms, system optimization, technical communication, and project management. **Andrews, Dudley, Eastern, Grimsley, Northeast, Northwest, Ragsdale, Smith, Southeast, Southern, Southwest, Western**

## PLTW INTRODUCTION TO ENGINEERING DESIGN

**1 UNIT**

**(QUALIFIES FOR ADVANCED STANDING CREDIT)**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. **Dudley, Weaver**

## PLTW PRINCIPLES OF ENGINEERING

**1 UNIT**

**(QUALIFIES FOR ADVANCED STANDING CREDIT)**

**PREREQUISITE: PLTW INTRODUCTION TO ENGINEERING DESIGN**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. **Dudley, Weaver**

## PLTW AEROSPACE ENGINEERING DESIGN

**1 UNIT**

**(QUALIFIES FOR ADVANCED STANDING CREDIT)**

**PREREQUISITE: PLTW PRINCIPLES OF ENGINEERING**

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. **Weaver**

## CTE ADVANCED STUDIES

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-

based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

**PLTW ENVIRONMENTAL SUSTAINABILITY**

**1 UNIT**

(QUALIFIES FOR ADVANCED STANDING CREDIT)

PREREQUISITE: PLTW HONORS PRINCIPLES OF ENGINEERING

Students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

**Dudley**

**PLTW HONORS ENGINEERING DESIGN & DEVELOPMENT**

**1 UNIT**

(QUALIFIES FOR ADVANCED STANDING CREDIT)

PREREQUISITE: PLTW HONORS AEROSPACE ENGINEERING

OR PLTW HONORS BIOTECHNICAL ENGINEERING

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. **Dudley, Weaver**

**SCIENTIFIC & TECHNICAL VISUALIZATION I**

**1 UNIT**

This course is no longer offered. Please see the new Introduction to Modeling & Animation course for more information.

**SCIENTIFIC & TECHNICAL VISUALIZATION II**

**1 UNIT**

This course is no longer offered. Please see the new Introduction to Modeling & Animation course for more information.

**TECHNOLOGICAL DESIGN**

**1 UNIT**

PREREQUISITE: TECHNOLOGY, ENGINEERING AND DESIGN

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. 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. **Andrews, Dudley, Eastern, Grimsley, Northeast, Northwest, Ragsdale, Smith, Southeast, Southern, Southwest, Western**

**TECHNOLOGY ENGINEERING & DESIGN**

**1 UNIT**

This course is no longer offered. Please see Engineering Principles I for more information.

**HONORS PROJECT MANAGEMENT I**

**1 UNIT**

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

**INTRODUCTION TO MODELING & ANIMATION HONORS INTRODUCTION TO MODELING & ANIMATION**

**1 UNIT**

An introduction to creating, texturing and animating 3D models. Students will develop the skills to navigate and use the digital 3D modeling program to create 3D objects. The basic elements of 3D development of modeling, texturing, lighting, rendering, and animating are introduced. Students are also introduced to industry standard 3D modeling workflows and processes including planning, storyboarding, video editing. This course is aligned to the Autodesk 3ds Max certification.

**ADVANCED MODELING & ANIMATION HONORS ADVANCED MODELING & ANIMATION**

**1 UNIT**

PREREQUISITE: INTRODUCTION TO MODELING & ANIMATION

As an in depth course in modeling and animation, students will continue to develop their skills of modeling, texturing, lighting and animation. Students will learn additional techniques in creating more believable and detailed objects, characters, and landscapes. Enhanced and complex animations of characters as well as rendering effects are introduced. This course is aligned to the Autodesk 3ds Max certification.

## Enhancement Course Descriptions

### ENTREPRENEURSHIP I HONORS ENTREPRENEURSHIP I

**1 UNIT**

**PREREQUISITE: MARKETING OR**

**PRINCIPLES OF BUSINESS & FINANCE OR PERSONAL FINANCE**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

### HORTICULTURE I

**1 UNIT**

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities and leadership development. Skills in biology, chemistry and algebra are reinforced in this course. **Eastern, Southeast, Southern**

### MICROSOFT WORD & POWERPOINT HONORS MICROSOFT WORD & POWERPOINT

**1 UNIT**

Learn advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications. Real world application of these programs allows students to gain valuable experience and knowledge. Students will have the opportunity to earn Microsoft industry standard certifications in Word and/or PowerPoint.

### PRINCIPLES OF BUSINESS & FINANCE

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

### MICROSOFT EXCEL HONORS MICROSOFT EXCEL

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They

will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

### MULTIMEDIA & WEBPAGE DESIGN

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD AND POWERPOINT**

This course focuses on learning the design principles and elements of desktop publishing, graphic image design, computer animation, and multimedia production. Students will use their knowledge to design, create and update webpages and various multimedia programs.

### PERSONAL FINANCE

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

### CTE INTERNSHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

### CTE APPRENTICESHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN  
ONE CAREER CLUSTER**

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TRANSPORTATION, DISTRIBUTION AND LOGISTICS CLUSTER	
Foundation Courses	
Introduction to Automotive Service	Diesel Technology I
Automotive Service I	Diesel Technology II*
Automotive Service II*	Diesel Technology III
Automotive Service III	Entrepreneurship I
Aviation I	Honors Logistics I
Honors Aviation II*	Honors Logistics II – Inventory and Warehousing
Honors Aviation Manufacturing	Marketing
Introduction to Collision Repair	Marketing Applications*
Collision Repair I	Honors Strategic Marketing
Collision Repair Nonstrutural*	Honors Project Management I
Collision Repair Refinishing*	CTE Advanced Studies
Enhancement Courses	
Microsoft Word & PowerPoint	Principles of Business & Finance
Microsoft Excel	CTE Internship
Honors Microsoft Excel	CTE Apprenticeship
Personal Finance	

### Foundation Course Descriptions

#### INTRODUCTION TO AUTOMOTIVE SERVICE

**1 UNIT**

This course introduces basic automotive skills and job opportunities in the auto repair industry. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements which include automotive service and safety, tools and equipment, general engine components and repair, combustion and ignition systems, cylinder head and valve trains, lubrication and cooling systems; as well as manual and automatic transmission components, diagnosis and repair. **Andrews, Dudley, Northeast, Southern, Weaver**

arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Andrews, Dudley, Northeast, Southern, Weaver**

#### AUTOMOTIVE SERVICE II

**1 UNIT**

**PREREQUISITE: AUTOMOTIVE SERVICE I**

Develop advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Andrews, Dudley, Northeast, Southern, Weaver**

#### AUTOMOTIVE SERVICE I

**1 UNIT**

**PREREQUISITE: INTRODUCTION TO AUTOMOTIVE SERVICE**

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language

## AUTOMOTIVE SERVICE III

1 UNIT

PREREQUISITE: AUTOMOTIVE SERVICE II

Continue to increase skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Andrews, Dudley, Northeast, Southern, Weaver**

## AVIATION I

1 UNIT

This course introduces students to the general aspects of aviation fundamentals including aviation mathematics, drawings and blueprints, basic electricity, weight and balance, as well as ground operation on a simulator. Upon successful completion of this course, students will understand and demonstrate aviation concepts and flight principles through real-world scenarios and project-based activities. **Andrews**

## HONORS AVIATION II

1 UNIT

PREREQUISITE: AVIATION I

This course introduces students to many of the general aspects within the aviation industry such as regulations, fluid lines and fittings, tool usage, riveting sheet metal, flight instruments and meteorology. Upon successful completion of this course, students will be able to apply and demonstrate aviation concepts and navigational flight through real-world scenarios and project-based activities. **Andrews**

## HONORS AVIATION MANUFACTURING

2 UNITS

PREREQUISITE: AVIATION II

This course will examine concepts and materials used in design, manufacturing and repair of aircraft metallic structures. Topics include aircraft design, tool usage, metallic structures, riveting, bending, corrosion repair, corrosion prevention and aircraft repair. Upon successful completion of this course, students will have many of the necessary skills to be employable in an aircraft repair facility with minimal additional training. **Andrews**

## INTRODUCTION TO COLLISION REPAIR

1 UNIT

This course introduces safety, basic collision repair terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also, careers and various job opportunities in the collision repair industry will be discussed. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education

are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Southeast, Weaver**

## COLLISION REPAIR I

1 UNIT

INTRODUCTION TO COLLISION REPAIR

This course focuses on non-structural repairs to automobiles. Using curriculum materials from the industry recognized ICAR organization, students will learn about trim and hardware, material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted on parts replacement. Workbased learning strategies appropriate for this course include job shadowing. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Southeast, Weaver**

## COLLISION REPAIR NON-STRUCTURAL

1 UNIT

COLLISION REPAIR I

This course continues the focus on non-structural repairs to automobiles. Using curriculum materials from the industry recognized ICAR organization, students will learn additional information about trim and hardware, material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted on parts replacement. Work-based learning strategies appropriate for this course include job shadowing. Workbased learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Southeast, Weaver**

## COLLISION REPAIR REFINISHING

1 UNIT

COLLISION REPAIR I

This course focuses on refinishing automobiles. Using curriculum from the industry recognized ICAR organization, students will learn about repairing and priming vehicles and vehicle parts; use and maintain a spray gun; mix, store, and dispose of hazardous materials; understand the corrosion protection process; sand, buff, and detail a refinished vehicle. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Southeast, Weaver**

## DIESEL TECHNOLOGY I

**1 UNIT**

High tech diesel engines are found in trucks, heavy equipment, RV's, buses, and automobiles. Through proper safety applications, tools and leadership development students will apply knowledge and skills needed to repair electrical systems, brakes and suspension systems. Hands-on activities will include work on actual vehicles, engines, and simulated trainers to enhance the classroom experience. Students will develop a basic understanding of engine operation and electronic controlled engines using computer diagnostic software. **Weaver**

## DIESEL TECHNOLOGY II

**2 UNITS**

**PREREQUISITE: DIESEL TECHNOLOGY I**

This course emphasizes the necessary advanced skills to troubleshoot and repair complex electronic controlled engines using computer diagnostic software. Through proper safety and tool use, specific instruction is provided to troubleshoot and repair diesel engines. Topics include disassembly and assembly of engines, electrically controlled systems, and power trains used in heavy duty trucks, buses and heavy equipment. Students will prepare for Automotive Service Excellence (ASE) technician certification in Truck Equipment (E1-E3) as well as the Medium and Heavy Truck (T1-T8) certification. See [www.ase.com](http://www.ase.com) for additional information on ASE. **Weaver**

## DIESEL TECHNOLOGY III

**1 UNIT**

**PREREQUISITE: DIESEL TECHNOLOGY II**

Students in this course will examine advanced diesel engine concepts that involve engine block rebuild techniques, cylinder heads and valve trains, as well as engine block inspections and service. Students will practice proper welding and fabrication procedures and understand how hydraulic systems are an integral part of today's heavy duty and off road vehicles. Students will prepare for Automotive Service Excellence (ASE) technician certification in Truck Equipment (E1-E3) as well as the Medium and Heavy Truck (T1-T8) certification. See [www.ase.com](http://www.ase.com) for additional information on ASE. **Weaver**

## ENTREPRENEURSHIP I

### HONORS ENTREPRENEURSHIP I

**1 UNIT**

Students have an opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing your own business or operating a small business. Review feasible ideas of products/services, research procedures, business financing, marketing strategies, and resources for starting a small business. Students will develop the components of a business plan and evaluate startup requirements.

## HONORS LOGISTICS I

**1 UNIT**

Students will be introduced to worldwide and local logistics with emphasis on warehouse and materials movement. Topics include personal safety; picking, packing and loading of material; and warehouse storage. Intermodal transportation techniques and business practices are an integral part of this course. Students will gain a knowledge base of global logistics in addition to enhancing employability and communication skills within a professional environment. **Western**

## HONORS LOGISTICS II - INVENTORY AND WAREHOUSING

**1 UNIT**

**PREREQUISITE: HONORS LOGISTICS I**

This course provides students a second strand in the logistics course sequence. It is also a completer course in the logistics course sequence. This course allows students to build upon the materials handling and inventory control fundamentals developed in Honors Logistics I. This course can be combined with Logistics II-SCM and Project Management or a CTE Internship to complete the cluster sequence. Students who complete this second level course should be ready to sit for the Global Logistics Associate (GLA) certification offered through APICS. This certification is available to students who are currently enrolled in high school. The credential is also offered through Guilford Technical Community College. Students may also take advantage of courses in logistics at the community college as well. **Western**

## MARKETING

**1 UNIT**

Learn the marketing process from product design to consumer sales. Basic knowledge, skills and attitudes help prepare students enter the field of marketing. Emphasis is on marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math and psychology are reinforced in this course.

## MARKETING APPLICATIONS

**1 UNIT**

**PREREQUISITE: MARKETING OR FASHION MERCHANDISING**

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions, applications and impact on business decisions.

## HONORS STRATEGIC MARKETING

**1 UNIT**

This fast-paced honors course challenges students by combining the course content taught in both Marketing and Marketing Management courses. The curriculum, activities and resources utilized in this course are written at the freshman college level. Topics include economics, marketing, research and decision making, domestic and international marketing and influences, human resource development, ethics, management and financial analysis. Mathematics, research and critical thinking are reinforced in this course.

## HONORS PROJECT MANAGEMENT I

**1 UNIT**

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, execution, monitoring and controlling, and closing a project in authentic situations. **The STEM Early College at N.C. A&T, Smith Academy, Weaver**

## CTE ADVANCED STUDIES

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER (ONE MUST BE A COMPLETER COURSE)**

This is a culminating course for qualified juniors and seniors. The Advanced Studies course enhances the content of the completer course and prepares students for success in moving to postsecondary education and future careers. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives and other school-based personnel. The four required parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

## Enhancement Course Descriptions

### MICROSOFT WORD & POWERPOINT

#### HONORS MICROSOFT WORD & POWERPOINT

**1 UNIT**

Learn advanced skills in word processing and presentation software using Microsoft Office Word and PowerPoint. Emphasis is on skill development in these software applications. Real world application of these programs allows students to gain valuable experience and knowledge. Students will have the opportunity to earn Microsoft industry standard certifications in Word and/or PowerPoint.

### MICROSOFT EXCEL

#### HONORS MICROSOFT EXCEL

**1 UNIT**

**PREREQUISITE: MICROSOFT WORD & POWERPOINT**

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. They

will know and demonstrate the correct application of the principal spreadsheet features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

## PERSONAL FINANCE

**GRADE LEVEL: 11, 12**

**1 UNIT**

Students gain an understanding of economic activities, challenges of individuals and families, the role of lifestyle goals in education and career choices, job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students also study consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

## PRINCIPLES OF BUSINESS & FINANCE

**GRADE LEVEL: 9, 10**

**1 UNIT**

In this foundation course, students learn the basics of business, finance, management, and marketing. Students study these topics as they relate to business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.

## CTE INTERNSHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. For more detailed information regarding Internships, please refer to the Work-based Learning Experiences section in this registration book.

## CTE APPRENTICESHIP

**1 UNIT**

**PREREQUISITE: TWO TECHNICAL CREDITS IN ONE CAREER CLUSTER**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. For more detailed information regarding Apprenticeships, please refer to the Work-based Learning Experiences section in this registration book.



## Work-based Learning Experiences

Work-based learning strategies allow schools to go beyond the classroom and into the community to utilize the expertise of business and industry in helping students develop technical competencies. The essential component of work-based learning is connecting classroom instruction to practical application as students prepare for continuing education in technical fields. Cooperative Education, apprenticeships, and internships are methods of work-based learning that provide students enrolled in Career and Technical Education (CTE) courses an opportunity to extend their education beyond the walls of a classroom.

## Cooperative Education

Cooperative education in CTE courses provides on-the-job training for students through a cooperative agreement among the school, the employer, the parents/guardian, and the student. A cooperative education teacher-coordinator, licensed in the content area, is responsible for providing classroom instruction and supervision of the on-the-job training experience. A training plan jointly developed by the teacher-coordinator and employer outlines the sequential classroom instruction and on-the-job training a student receives. The student's training is monitored by the teacher-coordinator, employer and parent so that each contributes to the education and employability of the student. This training plan is the basis for evaluating the student's progress on the job.

## Criteria for Participation in Cooperative Education

- Students must submit an application to the Cooperative Education (co-op) teacher prior to spring registration for determination of appropriate co-op placement. Without the teacher's prior approval, students cannot be enrolled in Cooperative Education. The teacher-coordinator will assist the student in determining appropriate paid employment related to the course of study, locating appropriate job prospects and setting up interviews but it is the student's responsibility to find and accept appropriate employment and to maintain employment throughout the course of study.
- Students must be juniors and at least 16 years of age to participate in a cooperative work experience and will be most successful in this opportunity if they have completed at least one course in a CTE Career Cluster prior to seeking enrollment in a cooperative education class. Students must provide their own transportation to the on-the-job training site.
- An individual training plan based on the student's career goal and a training agreement outlining all responsibilities and signed by the student, parent, employer, teacher-coordinator and principal must be on file for each cooperative education student.
- Students earn credit upon meeting the combined classroom and employment requirements. Students enrolled in a course with the co-op method earn two credits: a combination of the course work and the approved supervised work experience. Students must pass both phases of the course (class and the co-op work experience) to receive a passing grade and two units of credit. They may not receive just one unit of credit for the work experience.
- Based on employers' requests, students should have a 2.0 GPA and no more than 10 absences for the previous school year.

## Procedures for enrolling in a Cooperative Education Course

- Prior to registration, interested students will complete an interest form and submit it to the teacher/coordinator
- The guidance department will refer interested students to the teacher/coordinator
- The teacher/coordinator will meet with each interested student to determine career and job information
- The teacher/coordinator will develop a list of students approved to enroll in the cooperative method of instruction and submit the list of students to guidance.

## Apprenticeship

Apprenticeship is an industry-driven training program based on nationally recognized standards which typically takes from two to five years to complete. Apprenticeships are registered with the North Carolina Department of Labor (NCDOL) and represent a partnership among business, industry, education, parents, youth apprentices and the NCDOL. Students enrolled in selected CTE courses have the option of beginning an apprenticeship while in high school and continuing the training and post-secondary education after graduation until mastery of the competencies have been achieved. Upon mastery of competencies the NCDOL will provide the apprentice with a nationally recognized journeyman certificate. Opportunities are based on availability and willingness of local business to provide this training.

## Criteria for Participation in the CTE Apprenticeship Program

- Students must be high school seniors, at least 16 years of age and able to provide their own transportation to the work site. (Some employers and occupations require that students be 17 – 18 years of age).
- Students must be completing a CTE course of study in a Career Cluster directly related to the apprenticeable occupation and planning to continue the apprenticeship and the required related post-secondary instruction after graduation.
- Students must have a minimum of a 2.0 grade point average with a C or better in Math I and the CTE courses directly related to the apprenticeship; however, each CTE Business Council may require additional academic and attendance standards for apprentices to be employed within their industry. Many businesses require a criminal background check, drug testing, fingerprinting and/or a physical examination in addition to academic and attendance requirements.

- Students receiving high school credit for an apprenticeship must work a minimum of 135 hours each semester and continue to make progress towards mastery of the competencies outlined in the apprenticeship standards. Students enrolling in an apprenticeship during first semester are expected to maintain the apprenticeship for the entire school year.
- Students must obtain a work permit and abide by the workplace policies of the employer as well as the policies of GCS.
- Students interested in an apprenticeship opportunity should apply during the spring of their junior year and must interview and be hired by a CTE Business Partner prior to registering for an apprenticeship.
- Applications for apprenticeship can be obtained from the Career Development Coordinator (CDC) at your school.

## Internship

An internship is a work-based learning opportunity for high school students to experience working in a job related to specific CTE courses or career clusters. The student must have completed at least 2 CTE credits, one of which has to be a level II course. The internship program is designed to be a supplement to the level II course work. Internships offer students a chance to acquire new skills and knowledge while exploring various career interests. Internships allow students to experience personal growth, develop good work habits, and gain a better awareness of the world of work.

In order to receive 1 unit of academic credit, the student is required to adhere to the “Requirements for Internships” and the “Standard Operating Policies” as well as receive a passing grade on the evaluations and project. A minimum of 135 hours of work for students on block schedules (180 hours for traditional) is required. Contact the Career Development Coordinator (CDC) at your school if you are interested in learning more about Internships.

# English/Language Arts

*Previous performance in English/language arts courses and teacher recommendation should be considered in course selection.*

The ultimate purpose of the English language arts curriculum is for students to gain the language skills they need to communicate effectively as individuals and as contributing members of a global society.

The North Carolina Standard Course of Study sets grade-level English language arts (ELA) requirements for grades K-8 and grade bands 9-10 and 11-12. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language. The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to understand, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate strand, the language skills should not be introduced and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

The North Carolina Standard Course of Study provides opportunities for students to regularly explore complex texts, use evidence from texts to support analysis, and build content knowledge through nonfiction texts. The scope and sequence of literature for North Carolina high school students allows for a literary experience that carries not only a global perspective but an opportunity to view U.S. literature and literary nonfiction within a global lens. Literary nonfiction (a type of informational text) uses artistic and literary techniques often associated with fiction or poetry to report on actual persons, events, or places.

English	English Electives
English I	Honors Essentials for College Writing
Honors English I	Grammar and Composition
English II	Creative Writing I, II
Honors English II	Journalism/Newspaper
English III	Journalism/Yearbook
Honors English III	Honors Journalism / Newspaper
AP English Language & Composition	Honors Journalism / Yearbook
IB English III	Multicultural Literature
English IV	Speech/Debate
Honors English IV	Honors Speech/Debate
AP English Literature & Composition	Survey of Bible Literature
IB English IV	Strategic Literacy
	Honors Creative Writing III

## Course Descriptions

### English

#### ENGLISH I

**GRADE LEVEL: 9**

**1 UNIT**

English I provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction).

#### HONORS ENGLISH I

**GRADE LEVEL: 9**

**1 UNIT**

Honors English I provides a deeper study of literary genres (novels, short stories, poetry, drama, literary nonfiction). The broad scope of literature and the depth in which students study literary genres create the opportunity for independent study and advanced analysis.

#### ENGLISH II

**GRADE LEVEL: 10**

**1 UNIT**

**PREREQUISITE: ENGLISH I**

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East.

#### HONORS ENGLISH II

**GRADE LEVEL: 10**

**1 UNIT**

**PREREQUISITE: ENGLISH I**

Honors English II provides a deeper study of literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. The broad scope of literature and the depth in which students explore these global perspectives create the opportunity for independent study and advanced analysis. This course may serve as a prerequisite for the IB program.

**ENGLISH III****GRADE LEVEL: 11****1 UNIT****PREREQUISITE: ENGLISH II**

English III is an in-depth study of U.S. literature and U.S. literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. A study of the techniques of research will precede the creation of a documented research paper or project.

**HONORS ENGLISH III****GRADE LEVEL: 11****1 UNIT****PREREQUISITE: ENGLISH II**

Honors English III offers rigorous instruction in the study of U.S. literature and U.S. literary nonfiction emphasizing the foundational works and documents from the 17th century through the early 20th century. It probes the literature of the past and present to discover the best in exposition, description, narration, and argumentation. A study of the techniques of research will precede the creation of a documented research paper or project. The broad scope of literature and the depth at which students study various genres create the opportunity for independent study and advanced analysis.

**AP ENGLISH LANGUAGE AND COMPOSITION****GRADE LEVEL: 11****1 UNIT****PREREQUISITE: ENGLISH II**

AP English Language and Composition is a college level course that prepares students for the Advanced Placement English Language and Composition exam. Students practice skills of critical reading of prose written in a variety of rhetorical contexts and writing for a variety of purposes and audiences. Students will also analyze the way genre conventions and the resources of language contribute to effectiveness in writing.

**IB ENGLISH III****GRADE LEVEL: 11****1 UNIT****PREREQUISITE: ENGLISH II**

IB English III is the first of a two-year course of study in which students develop an ability to comprehend and analyze mature literature, foster an understanding and appreciation of writer's craft in literature, and gain an international perspective. Students refine skills in expository composition, primarily in the forms of comparative analysis and commentary. IB English III and IV must be completed to receive weighted credit.

**ENGLISH IV****GRADE LEVEL: 12****1 UNIT****PREREQUISITE: ENGLISH III**

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action).

**HONORS ENGLISH IV****GRADE LEVEL: 12****1 UNIT****PREREQUISITE: ENGLISH III**

Honors English IV emphasizes preparation for college English and offers a rigorous, advanced level study of European literature and important U.S. documents and literature (texts influenced by European philosophy or action). The primary focus is on analytical reading and writing. The broad scope of literature and the depth in which students study various genres create the opportunity for independent study and advanced analysis.

**AP ENGLISH LITERATURE AND COMPOSITION****GRADE LEVEL: 12****1 UNIT****PREREQUISITE: ENGLISH III**

AP English Literature and Composition is a college level course that prepares students for the Advanced Placement English Literature and Composition exam. Students will read carefully and critically analyze imaginative literature in order to deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Additionally, students will hone their composition skills as they respond to, analyze, and evaluate the author's craft.

**IB ENGLISH IV****GRADE LEVEL: 12****1 UNIT****PREREQUISITE: IB ENGLISH III**

IB English IV is the second of a two-year course of study in which students analyze mature literature from various cultures and acquire an understanding and appreciation of writer's craft in literature. Students refine skills in expository composition, primarily in the forms of comparative analysis and commentary. This course leads to the IB English HL exam. Students must take the IB English exam to receive course credit.

## English Electives

### **HONORS ESSENTIALS FOR COLLEGE WRITING**

**GRADE LEVEL: 11, 12** **1 UNIT**

**PREREQUISITE: ENGLISH I AND ENGLISH II**

Honors Essentials for College Writing provides students with an opportunity to develop and refine specific skills expected in college writing. Students will compose essays that focus on analysis, argument, and critical reflection in order to produce compositions appropriate for public and academic settings. This course design includes input from local colleges and universities.

### **GRAMMAR AND COMPOSITION**

**GRADE LEVEL: 12** **1 UNIT**

Provides practice in grammar and usage and writing opportunities in literary analysis, exposition, and research techniques.

### **CREATIVE WRITING I**

**GRADE LEVEL: 9, 10** **1 UNIT**

Focuses on a study of various forms and genres of prose and poetry which will serve as models through analysis, application, and imitation. Composition exercises will reflect an understanding of studied forms and an application of creative techniques.

### **CREATIVE WRITING II**

**GRADE LEVEL: 11, 12** **1 UNIT**

**PREREQUISITE: CREATIVE WRITING I**

Continues skill development learned in Creative Writing I. Standards and requirements build on the rigor of Creative Writing I.

### **JOURNALISM/NEWSPAPER I**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**

This course provides introductory instruction in mass communication, the history of American newspaper, legal restrictions, student vs. commercial publications, copy reading, newsgathering and covering, writing and organizing news stories and careers in journalism and related fields.

### **JOURNALISM/NEWSPAPER II**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**

This course is designed for students who have completed Journalism/Newspaper I. Students will participate in the construction and publication of the school newspaper. There will be a focus on newspaper writing and newspaper business management.

### **JOURNALISM/YEARBOOK I**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**

This course helps students plan, design, and construct the school yearbook. Topics of study include photography, copy writing, layout and design, and desktop publishing.

### **JOURNALISM/YEARBOOK II**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**

This course is designed for students who have completed Journalism/Yearbook I. Students refine their skills in copywriting, proofing, photography, and layout planning. Students also deepen their understanding of advertising.

### **HONORS JOURNALISM/YEARBOOK I**

**GRADE LEVEL: 11, 12** **1 UNIT**

This course allows students to develop advanced journalistic skills. Students will design visually engaging yearbook spreads by utilizing desktop design software, practicing basic principles of design, and recognizing contemporary trends in magazine design.

### **HONORS JOURNALISM/YEARBOOK II**

**GRADE LEVEL: 11, 12** **1 UNIT**

This course is designed for students who have completed Honors Journalism/Yearbook I. Students assume roles such as completing spreads and assignments and preparing a portfolio of their work. Additionally, they master advanced layout and design of desktop publishing, digital imagery, and photo placement.

### **HONORS JOURNALISM/NEWSPAPER I**

**GRADE LEVEL: 10, 11, 12** **1 UNIT**

**PREREQUISITE: SUCCESSFUL COMPLETION OF TWO YEARS OF JOURNALISM AND PERMISSION OF INSTRUCTOR**

This course allows students to develop advanced journalistic skills. Students participate in the construction and publication of the school newspaper. Students will generate, select, rethink and review ideas which result in effective written communication for different occasions, audiences and purposes.

### **HONORS JOURNALISM/NEWSPAPER II**

**GRADE LEVEL: 11, 12** **1 UNIT**

**PREREQUISITE: SUCCESSFUL COMPLETION OF TWO YEARS OF JOURNALISM AND PERMISSION OF INSTRUCTOR**

This course is designed for students who have completed Honors Journalism/Newspaper I. In preparation for a role as editor, students refine skills such as planning an entire issue, copy editing, and completing portfolios of their work. Students also enhance their technological skills, which include mastering advanced layout and design, mastering digital imagery, and photo placement.

**MULTICULTURAL LITERATURE****GRADE LEVEL: 10, 11, 12****1 UNIT**

Provides opportunities for students to study ethnic writers in America with particular emphasis on dispelling stereotypes.

**SPEECH/DEBATE****GRADE LEVEL: 9, 10, 11, 12****1 UNIT**

Teaches the skills of speaking and formal argumentation. Offers the opportunity to participate in formal speech and debate tournaments across the state. Skills and intellectual development occur through policy debate, Lincoln-Douglas debate, original oratory and humorous and dramatic interpretation.

**HONORS SPEECH/DEBATE****GRADE LEVEL: 10, 11, 12****1 UNIT**

Teaches the language and the application of formal rhetoric. Skills and intellectual development occur through the research and development of original speeches and debate topics. Students are required to participate in local speech tournaments.

**SURVEY OF BIBLE LITERATURE****GRADE LEVEL: 10, 11, 12****1 UNIT**

Offers advanced literary study of selected passages from Old and New Testaments. Designed to aid the interest of the student in understanding and appreciating basic Biblical allusions and other literature patterned after the Bible. Students will also study Greek mythology, lyric poetry, epistles, narrative satire, and texts of other religions.

**STRATEGIC LITERACY****GRADE LEVEL: 9****1 UNIT****PREREQUISITE: FIRST TIME NINTH GRADER, READING LEVEL 1**

This class is designed to refine the foundational, pre-requisite skills related to the English I curriculum. The curriculum, which is based on the North Carolina Standard Course of Study, provides students opportunities to read a variety of informational and literary texts and to explore multiple styles of writing.

**HONORS CREATIVE WRITING III****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: CREATIVE WRITING I AND CREATIVE WRITING II**

Honors Creative Writing III is for students who have completed Creative Writing I and II. In the context of varying literary genres, students will examine conventions as well as the writing techniques and tools characteristic of creative writing and editing. All students are required to contribute to a class literary magazine.

# English Language Development

*Previous performance in English as a Second Language courses and teacher recommendation should be considered in course selection.*

The goal of English Learners services is to transition English Learners (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 the level of English proficiency of the student and design instruction for academic language development. The students English Proficiency level is monitored annually with the WIDA ACCESS 2.0 for ELLs. The WIDA ACCESS 2.0 for ELLs 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 on the WIDA ACCESS 2.0 for ELLs. The student is then exited from the ESL program, and the parent is notified. Exited students are monitored for two years to ensure academic success.

The following courses are available to English Learners. Each school that provides ELD services will determine which courses will be offered at the school, based on the needs of the students and the resources available to the schools.

English Language Development  
Academic Language  
Developing Communication in the Content Areas  
Expanding Communication in the Content Areas  
ELD Literature and Composition  
ELD Tutorial  
ELD World Studies

## Course Descriptions

### ACADEMIC LANGUAGE

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

This class is for beginning ESL students. The class provides all skills in language practice. Reading, writing and listening activities are integrated through conversation and vocabulary development.

### DEVELOPING COMMUNICATION IN THE CONTENT AREAS

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

This class is for ESL students who have had some previous instruction in English. Instruction is provided in the four language skills of listening, speaking, reading and writing. Reading and class discussion focus on American culture.

### EXPANDING COMMUNICATION IN THE CONTENT AREAS

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

This class is for intermediate ESL students who have had at least one year of English instruction. Vocabulary, grammar, conversation, reading and writing skills are developed through literature.

### ELD LITERATURE AND COMPOSITION

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

This class is for advanced ESL students who need to improve their reading and writing skills. Vocabulary and grammar are taught through literature.

### ELD TUTORIAL

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Guided study assistance to help students with limited English proficiency to be successful in regular classes.

### ELD WORLD STUDIES

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

For students whose limited English proficiency prevents success in the regular course of instruction. Elements of both world history and world geography will be included. ESL teacher recommendation required.

# Exceptional Children

In accordance with North Carolina Policies Governing Services for Children with Disabilities (amended July 2014) 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). Additional information can be accessed on the GCS Exceptional Children website at [www.gcsnc.com](http://www.gcsnc.com) search for Exceptional Children.

Questions concerning courses and services for students with an IEP should be directed to the School Counselor and Exceptional Children Teacher/Case Manager. Below are Exceptional Children Course Options: Elective Courses, Occupational Course of Study (OCS) Courses, and Extended Content Courses.

## Exceptional Children - Elective Courses

- Skills Development I
- Skills Development II

## Exceptional Children - Occupational Course of Study (OCS) Courses

- American History I
- American History II
- American History: The Founding Principles, Civics, and Economics
- Applied Science
- Biology
- English I
- English II
- English III
- English IV
- Introduction to Mathematics I
- NC Math I
- Financial Management
- Occupational Prep I
- Occupational Prep IIA
- Occupational Prep IIB
- Occupational Prep IIIA
- Occupational Prep IIIB
- Occupational Prep IV
- Career Training
- Self-Advocacy Development

## Exceptional Children - Extended Content Courses

- English/LA I
- English/LA II
- English/LA III
- English/LA IV
- Financial Management I
- Financial Management II
- NC Math IA
- NC Math IB
- Life Science
- Biology A
- Biology B
- Civics and Governance I
- Civics and Governance II
- American History I
- American History II
- NC Elective Health, Safety, Independent Living
- NC Vocational Preparation
- Life Skills I
- Life Skills II





## Course Descriptions

### Elective Courses

#### SKILLS DEVELOPMENT I

**1 UNIT**

Individualized special education designed to increase the academic achievement of students with disabilities and improve access to the general education curriculum. This course may be taken more than once for credit.

#### SKILLS DEVELOPMENT II

**1 UNIT**

Individualized special education designed to increase the academic achievement of students with disabilities and improve access to the general education curriculum. This course may be taken more than once for credit.

### Occupational Courses

The following courses are to be used **only** by students preparing for the Occupational Course of Study:

#### CAREER TRAINING

**1 UNIT**

This course is designed to provide on-the-job work experiences to parallel the Occupational Course of Study classroom instruction. This course code may be used more than once for credit.

#### APPLIED SCIENCE

**1 UNIT**

This course will focus on forces and motion, energy and its conservations, electricity and magnetism; the properties of matter; the uses and dangers of common chemicals; how humans can have positive and negative effects on the environment and the understanding of the human body's basic needs and control systems.

#### BIOLOGY

**1 UNIT**

This course will focus on the relationship between the structures and functions of cells and their organelles; analyze the interdependence of living organisms within their environments; demonstrate the impact of human activities on the environment; explain how traits are

determined by the structure and function of DNA; and analyze the relationships between biochemical processes and energy use. This course requires the Biology End-of-Course test upon completion of the course.

#### ENGLISH I

**1 UNIT**

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play.

#### ENGLISH II

**1 UNIT**

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included. This course requires the English End-of-Course test upon completion of the course.

#### ENGLISH III

**1 UNIT**

English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. A study of the techniques of research will precede the creation of a documented research paper or project. At least one Shakespearean play should be included.

#### ENGLISH IV

**1 UNIT**

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play should be included.

## **INTRODUCTION TO MATHEMATICS I**

### **1 UNIT**

Students will understand rational numbers, apply mathematical operations with rational numbers, apply ratios, proportions and percentages, use properties of two-and three dimensional figures, apply time and measurement skills, and algebraic properties to solve problems. Students will understand patterns and relationships, data in terms of graphical displays, and measures of center and range.

## **COMMON CORE MATH I**

### **1 UNIT**

Students will perform operations with rational numbers, algebraic expressions, and matrices to solve problems; create and apply linear functions and relations; create equations that describe numbers or relationships; graph, factor, and evaluate quadratic functions to solve problems. This course requires the Algebra I End-of-Course Test upon completion of the course.

## **FINANCIAL MANAGEMENT**

### **1 UNIT**

Students will understand personal finance, appropriate methods of personal financial management and independent living, state and federal taxes, wages and compensation, and the use of credit. Students will understand different types of insurance in terms of their ability to meet personal needs and apply math skills to consumer spending.

## **OCCUPATIONAL PREP I**

### **1 UNIT**

This course is designed to introduce students to the fundamental attitudes, behaviors and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities, including work ethic development, job-seeking skills, decision-making skills and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Work Force Development Education courses and the operation of small businesses.

## **OCCUPATIONAL PREP IIA**

### **1 UNIT**

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural

diversity, information acquisition/management and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for the future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

## **OCCUPATIONAL PREP IIB**

### **1 UNIT**

This course is a continuation of the skills taught in Occupational Prep IIA.

## **OCCUPATIONAL PREP IIIA**

### **1 Unit**

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided, including community-based training, job shadowing, job-sampling, internships, situation assessment, cooperative education and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

## **OCCUPATIONAL PREP IIIB**

### **1 UNIT**

This course is a continuation of the skills taught in Occupational Prep III A.

## **OCCUPATIONAL PREP IV**

### **1 UNIT**

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

**AMERICAN HISTORY I**

**1 UNIT**

**American History I: The Founding Principles** will begin with the European exploration of the New World through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. **American History I: The Founding Principles** will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

**AMERICAN HISTORY II**

**1 UNIT**

**American History II: The Founding Principles** will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of **American History II: The Founding Principles** will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

**AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

**1 UNIT**

This course provides principles for understanding the basic framework of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics, citizenship, concepts in macro and micro economics, and personal finance.

**Extended Content Courses**

The following courses are to be used only by students preparing for a Graduation Certificate by following the Extended Content Standards for students with the most significant cognitive disabilities.

**ENGLISH I**

**1 UNIT**

This course emphasizes developing effective communication skills with a focus on generalization to the home, school, and community. This course may be taken more than once for credit.

**ENGLISH II**

**1 UNIT**

This course is designed to apply use of effective communication skills in purposeful situations for meaningful outcomes. This course may be taken more than once for credit.

**ENGLISH III**

**1 UNIT**

This course emphasizes the use of appropriate interpersonal communication skills across environments and situations. This course may be taken more than once for credit.

**ENGLISH IV**

**1 UNIT**

This course emphasizes the application of communication skills previously learned to transition to post school outcomes. This course may be taken more than once for credit.

**MATH IA**

**1 UNIT**

This course is designed to teach students to extend the properties of the base ten system with limits to tenths and hundredths; reason quantitatively and use units to solve problems; use equivalent expressions to solve problems; use inequalities to describe numbers and relationships; and solve equations and inequalities in one variable. This course may be taken more than once for credit.

**MATH IB**

**1 UNIT**

This course is designed to teach students to extend the properties of the base ten system with limits to tenths and hundredths; reason quantitatively and use units to solve problems; use equivalent expressions to solve problems; use inequalities to describe numbers and relationships; and solve equations and inequalities in one variable. This course may be taken more than once for credit.

**FINANCIAL MANAGEMENT I**

**1 UNIT**

This course is designed to teach students the difference between wants and needs; that money comes from working; the application of budgeting skills, the appropriate methods for personal financial management and independent living and the application of consumer math spending. This course may be taken more than once for credit.

## **FINANCIAL MANAGEMENT II**

**1 UNIT**

This course is a continuation of financial management designed to teach students the difference between wants and needs; that money comes from working; the application of budgeting skills, the appropriate methods for personal financial management and independent living and the application of consumer math spending. This course may be taken more than once for credit.

## **LIFE SCIENCE**

**1 UNIT**

This course is designed to teach students safety measures and procedures in a variety of situations in the community and at home; teach the application skills associated with providing simple first aid and obtaining medical treatment when needed; and teach the application of the skills needed to practice healthy living and good nutrition. This course may be taken more than once for credit.

## **BIOLOGY A**

**1 UNIT**

This course is designed to teach students the structures and functions of living organisms, the interdependence of living organisms within their environments and the impact of human activities on the environment. This course may be taken more than once for credit.

## **BIOLOGY B**

**1 UNIT**

This course is designed to teach students the structures and functions of living organisms, the interdependence of living organisms within their environments and the impact of human activities on the environment. This course may be taken more than once for credit.

## **CIVICS AND GOVERNANCE I**

**1 UNIT**

This course is designed to teach students the roles authorities have in enforcing individual rights, rules and laws for the common good and how democracy depends upon the active participation of citizens. This course may be taken more than once for credit.

## **CIVICS AND GOVERNANCE II**

**1 UNIT**

This course is a continuation of Civics and Governance designed to teach students the roles authorities have in enforcing individual rights, rules and laws for the common good and how democracy depends upon the active participation of citizens. This course may be taken more than once for credit.

## **AMERICAN HISTORY I**

**1 UNIT**

This course is designed to teach students the creation and development of the United States over time. This course may be taken more than once for credit.

## **AMERICAN HISTORY II**

**1 UNIT**

This course is designed to teach students the creation and development of the United States over time. This course may be taken more than once for credit.

## **NC ELECTIVE HEALTH, SAFETY, INDEPENDENT LIVING**

**1 UNIT**

This course is designed to make available functional life skills that students require to effectively support participation in curricula, community and recreational/leisure activities.

## **NC VOCATIONAL PREPARATION**

**1 UNIT**

This course is designed to allow exploration of interest and skills for post-secondary employment opportunities. Students learn necessary skills that will allow them essential components for workplace readiness and career preparation.

## **LIFE SKILLS I**

**1 UNIT**

This course is designed for students to explore an awareness of careers while given the opportunity to develop skills necessary for productive work-related tasks. This course may be taken more than once for credit.

## **LIFE SKILLS II**

**1 UNIT**

This course is designed to provide students opportunities to transfer appropriate social/work skills across settings and environments. This course may be taken more than once for credit.

# Health and Physical Education

*Previous performance in Health and Physical Education courses and teacher recommendation should be considered in course selection.*

The Healthful Living Education program promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students. The Healthful Living Education portions of the Essential State Standards support and reinforce standards 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.

\* Note: A student at a block school may be able to take the graduation requirement, Health and Physical Education I course, one semester and a Physical Education elective course the second semester of the same year.



- Graduation Requirement  
Health and Physical Education I
- Graduating class of 2015 and beyond must pass the CPR skills test.
- Electives
- Team Sports I
  - Team Sports II
  - Lifetime Sports I
  - Lifetime Sports II
  - Physical Fitness - Beginner
  - Physical Fitness - Intermediate
  - Physical Fitness - Proficient
  - Physical Fitness - Advanced
  - Weight Training and Conditioning - Beginner
  - Weight Training and Conditioning - Intermediate
  - Weight Training and Conditioning - Proficient
  - Weight Training and Conditioning - Advanced
  - Sports Medicine I
  - Sports Medicine II

## Course Descriptions

### Graduation Requirement

#### **HEALTH AND PHYSICAL EDUCATION I**

**GRADE LEVEL: 9** **1 UNIT**

Includes equal time for health and physical education. Health emphasizes personal and community lifelong issues such as nutrition, substance abuse, mental health, individual decision-making and interpersonal skill development. Physical education includes refining basic skills learned in grades 7 and 8, participation in fitness activities and assessments, a variety of individual and team sports, and recreational activities.

### Electives

#### **TEAM SPORTS I**

**GRADE LEVEL: 10, 11, 12** **1 UNIT**

**RECOMMENDED PREREQUISITE: HEALTH AND PHYSICAL EDUCATION I**

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

## **TEAM SPORTS II**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**RECOMMENDED PREREQUISITE(S): TEAM SPORTS I AND  
TEACHER RECOMMENDATION**

This course is designed to include the development of a greater in depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills. Please see Team Sports I for a general listing of activities for this elective. Students will also be asked to develop and implement a written personal fitness plan. Leadership, social skills, and physical fitness are emphasized.

## **LIFETIME SPORTS 1**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**RECOMMENDED PREREQUISITE: HEALTH AND  
PHYSICAL EDUCATION I**

This course is designed to include the development of general personal fitness, and active participation in lifetime sports such as golf, tennis, badminton, table tennis, bowling, bocce ball, yoga, and pickle ball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis in skill development, game strategies, and safety.

## **LIFETIME SPORTS II**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**RECOMMENDED PREREQUISITE(S): LIFETIME SPORTS I (PE II  
OR ADVANCED PE) AND TEACHER RECOMMENDATION**

This course is designed to include the development of a greater knowledge and application of personal fitness development, demonstration of more advanced skills in lifetime sports. Please see Lifetime Sports I for a general listing of activities for this elective. Activities are equally divided within the total weeks of the semester. Students will also be asked to develop and implement a written personal fitness plan.

## **PHYSICAL FITNESS - BEGINNER**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**RECOMMENDED PREREQUISITE: HEALTH AND  
PHYSICAL EDUCATION I**

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/endurance.

## **PHYSICAL FITNESS - INTERMEDIATE**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**RECOMMENDED PREREQUISITE(S): PHYSICAL FITNESS  
BEGINNER AND TEACHER RECOMMENDATION**

This course stresses development through daily exercises and activities in a planned fitness program. Students will learn proper techniques for weightlifting, flexibility exercises, and toning and conditioning through cardiovascular exercises. Emphasis is placed on improving strength, agility, endurance, speed, and cardiovascular through highly organized training. Measurement of the progress is determined by increase in strength in proportion to the student's body and times for cardiovascular endurance.

## **PHYSICAL FITNESS - PROFICIENT**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**RECOMMENDED PREREQUISITE(S): PHYSICAL FITNESS  
INTERMEDIATE AND TEACHER RECOMMENDATION**

This course involves continued participation in aerobics, step aerobics, and weight lifting. Other topics such as nutrition and muscle physiology are studied. Personal improvement through an individualized exercise and nutrition plan is stressed in this valuable course. This includes the five components of physical fitness: flexibility, muscular strength and endurance, body composition, and cardiovascular training.

## **PHYSICAL FITNESS - ADVANCED**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**RECOMMENDED PREREQUISITE(S): PHYSICAL FITNESS  
PROFICIENT AND TEACHER RECOMMENDATION**

This course is designed to challenge highly motivated individuals to understand, apply, and achieve levels of improvement in personal fitness and nutrition.

Students will through use of various technology tools collect data, chart and analyze their personal levels of physical fitness centered on the (5) Components of Health-Related Fitness. The course will allow students to create and implement personal fitness plans for the course by using the FITT formula. Various self-assessments and analysis will be conducted through reflectively writing those changes that occur in body composition. Students will develop a deeper understanding of the correlation between exercise, nutrition and its lifetime benefits such as the curtailing of obesity and type II diabetes. Students will explore at an intense level the following: heart monitors, core strength training, and research-based topics.

**WEIGHT TRAINING AND CONDITIONING - BEGINNER****GRADE LEVEL: 10, 11, 12 1 UNIT****RECOMMENDED PREREQUISITE: HEALTH AND PHYSICAL EDUCATION I**

This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.

**WEIGHT TRAINING AND CONDITIONING - INTERMEDIATE****GRADE LEVEL: 10, 11, 12 1 UNIT****RECOMMENDED PREREQUISITE(S): WEIGHT TRAINING AND CONDITIONING BEGINNER AND TEACHER RECOMMENDATION**

This course is designed to improve muscular strength and power through progressive weight training techniques. More advanced coursework on the principles of cardiovascular fitness and strength development are a part of this course. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The refinement of the student's personal fitness plan is included in this course.

**WEIGHT TRAINING AND CONDITIONING - PROFICIENT****GRADE LEVEL: 10, 11, 12 1 UNIT****RECOMMENDED PREREQUISITE(S): WEIGHT TRAINING AND CONDITIONING INTERMEDIATE AND TEACHER RECOMMENDATION**

This course is for students interested in trying some advanced lifting and exercise techniques which may include: Olympic lifts, plyometric training, and agility and speed workouts. Coursework may include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan is included in this course.

**WEIGHT TRAINING AND CONDITIONING - ADVANCED****GRADE LEVEL: 10, 11, 12 1 UNIT****RECOMMENDED PREREQUISITE(S): WEIGHT TRAINING AND CONDITIONING PROFICIENT AND TEACHER RECOMMENDATION**

This course is designed for highly motivated students who have progressed through the weight lifting curriculum and have a desire to pursue this as a profession, either as a coach, fitness instructor, or teacher. Coursework expectations include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan is included in this course as well as the creation/development of a third party fitness plan.

**SPORTS MEDICINE I****GRADE LEVEL: 10, 11, 12 1 UNIT****PREREQUISITE: HEALTH AND PHYSICAL EDUCATION I, BIOLOGY**

Designed to provide a detailed study of modern athletic training. Special emphasis is placed on human anatomical and physiological systems of the body.

**SPORTS MEDICINE II****GRADE LEVEL: 10, 11, 12 1 UNIT****PREREQUISITE: SPORTS MEDICINE I, BIOLOGY**

Designed for students who have an interest in Allied Health Career fields, such as, Athletic Training, Physical Therapy, Occupational Therapy, or related fields. This course is also designed for students who would like to study advanced fields of medicine related to orthopedics. Special emphasis is placed on the application of principles learned in Sports Medicine I.

# Mathematics

*Previous performance in Mathematics courses and teacher recommendation should be considered in course selection.*

The North Carolina Standard Course of Study's standards are meant to be enduring, rigorous, and provide the knowledge and skills our students need to be successful, contributing members of a 21st century global economy. In June 2016, these standards were merged into one statewide pathway of NC Math 1, NC Math 2, and NC Math 3 forming a thematic, coherent progression of content. The purpose of this change is to better prepare high school students for upper level mathematics courses in high school, college mathematics courses, and the workplace.

- Over the summer, rising ninth graders might see a change in the math course for which they are scheduled due to their performance on the 8th grade EOG and/or NC Math 1 EOC.
- Every college-bound senior is encouraged to have at least one math class during his or her senior year.
- The Standards for Mathematical Practice will be applied throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Note: Equivalent IB math courses are acceptable for admissions to UNC institutions. Counselors have a list of Community College Courses accepted by the UNC General Administration as the "4th math".

**Students enrolled in grades 6 through 8 who pass mathematics courses that are described in the North Carolina Standard Course of Study for Mathematics for grades 9 through 12 will receive high school credit. The student's high school grade point average (GPA) will be computed only with courses taken during the high school years (grades 9-12). Grades for middle school classes are not part of the high school GPA calculation.**

Mathematics	Discrete Mathematics
Foundations of NC Math 1	Discrete Mathematics Honors
NC Math 1	Pre-Calculus Honors
NC Math 1 Honors	AP Calculus AB
Foundations of NC Math 2	AP Calculus BC
NC Math 2	AP Statistics
NC Math 2 Honors	AP Computer Science
NC Math 3	AP Computer Science Principles
NC Math 3 Honors	IB Mathematics SL
Essentials for College Math	IB Mathematical Studies SL
Advanced Functions and Modeling	IB Mathematics HL
Advanced Functions and Modeling Honors	

## Four mathematics units are required for graduation.

Four years of mathematics - suitable for UNC General Administration admissions requirements:

Algebra I + Geometry + Algebra II + 4th math

-OR-

NC Math 1 (Math I), NC Math 2 (Math II), NC Math 3 (Math III) + 4th math

4th mathematics course to be aligned with the student's after-high-school plans

## Courses that are accepted by the UNC General Administration for admission to UNC institutions:

Essentials for College Math  
Advanced Functions and Modeling  
Discrete Mathematics  
Pre-Calculus  
AP Statistics  
AP Calculus AB\*  
AP Calculus BC\*

\*Honors Pre-Calculus is a prerequisite for AP Calculus.

*Note: Equivalent IB math courses are acceptable for admissions to UNC institutions. Counselors have a list of Community College Courses accepted by the UNC General Administration as the "4th math".*



# Course Sequencing for 6-12 Mathematics

Current Grade Level 2017-18	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
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
	A1MM	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	5th Math	6th 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	
9th Grade	NC Math 2	NC Math 3	4th Math	5th Math	6th Math	x	
	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	
10th Grade	NC Math 3	4th Math	5th Math	6th Math	x	x	
	NC Math 2	NC Math 3	4th Math	x	x	x	
	NC Math 3	4th Math	5th Math	x	x	x	
11th Grade	4th Math	5th Math	6th Math	x	x	x	
	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	
<p>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:</p> <p>Advanced Functions and Modeling      Discrete Mathematics      Essentials for College Math      Pre-Calculus Honors      AP Statistics  AP Calculus AB*                              AP Calculus BC*                              *Pre-Calculus Honors is a prerequisite for AP Calculus.</p>							

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, 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

## Course Descriptions

### **FOUNDATIONS OF NC MATH 1**

**GRADE LEVEL: 9, 10**

**1 UNIT**

This course is an introductory course to the main concepts found in Math I. It is designed for students that lack grade-level math proficiency. Students will study concepts in number and quantity, algebra, functions, and data and statistics. Additionally, coordinate geometry and central tendencies will be studied.

### **NC MATH 1**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

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.

### **NC MATH 1 HONORS**

**GRADE LEVEL: 9, 10**

**1 UNIT**

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. NC Math 1 Honors is open to highly motivated students who have demonstrated, by previous achievement, a high level of competency in computational mathematics. This course requires a keen aptitude for problem solving and abstract concepts. Students must have demonstrated diligence in completing assignments and the ability to handle a demanding pace and workload.

### **FOUNDATIONS OF NC MATH 2**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: NC MATH 1**

This course is designed to build on the concepts learned in NC Math 1 to prepare students for the course of NC Math 2. It is designed for students that did not demonstrate proficiency in NC Math 1 skills that are key to a student's success in NC Math 2.

### **NC MATH 2**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**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.

### **NC MATH 2 HONORS**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**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. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach.

### **NC MATH 3**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

**PREREQUISITE: NC MATH 2**

NC Math 3 is a required course for the Future Ready Core Diploma. It progresses from the standards studied in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends its focus to more complex functions such as: logarithmic, rational, polynomial, absolute value, piecewise, and an introduction to trigonometric functions. The geometry focus of NC Math 3 will be circles and to continue the study of triangles from NC Math 2; geometric modeling will be used to connect analytic geometry, algebra, functions, and geometric measurement to modeling. The use of sample data to represent population will be the main focus of the statistics topics.

**NC MATH 3 HONORS****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PREREQUISITE: NC MATH 2**

NC Math 3 is a required course for the Future Ready Core Diploma. It progresses from the standards studied in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends its focus to more complex functions such as: logarithmic, rational, polynomial, absolute value, piecewise, and an introduction to trigonometric functions. The geometry focus of NC Math 3 will be circles and to continue the study of triangles from NC Math 2; geometric modeling will be used to connect analytic geometry, algebra, functions, and geometric measurement to modeling. The use of sample data to represent population will be the main focus of the statistics topics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach.

**ESSENTIALS FOR COLLEGE MATH****GRADE LEVEL: 12****1 UNIT****PREREQUISITE: NC MATH 3**

The Essentials for College Math course emphasizes understanding mathematical concepts and is designed to assist students in reaching the state's college- and career-readiness level. This course equips students with higher-order thinking skills enabling them to apply math skills, functions, and concepts in different situations. The units build on the mathematical concepts studied in Math I, Math II, and Math III. Essentials for College Math fulfills the fourth math course requirement for UNC admission. While this course fulfills a fourth math credit for graduation from Guilford County Schools and is accepted by the UNC General Administration as a fourth math for admission to UNC institutions, it has not been approved by the NCAA Eligibility.

**ADVANCED FUNCTIONS AND MODELING****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: NC MATH 3 OR  
GEOMETRY AND ALGEBRA II**

This course focuses on advanced algebra topics and trigonometry. Emphasis is on modeling functions and the application of these functions to real-world situations. This course qualifies as a 4th math required for admission to schools in the UNC system.

**ADVANCED FUNCTIONS AND MODELING HONORS****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: NC MATH 3 HONORS OR  
GEOMETRY & HONORS ALGEBRA II**

Honors Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. This application-centered course includes relevant topics such as recreation, work, consumer issues, public policy, and scientific investigations. Students will analyze data and apply probability concepts, use logarithmic functions, piece-wise defined functions, power functions, trigonometric functions, and recursively-defined functions to model and solve problems. This course is designed for students planning to continue with Honors Pre-Calculus and AP Calculus and who are college bound.

**DISCRETE MATHEMATICS****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: NC MATH 3 OR  
GEOMETRY AND ALGEBRA II**

This course introduces students to the mathematics of networks, social choice and decision making. The course extends students applications of matrix arithmetic and probability. Applications and modeling are central to this course. This course qualifies as a 4th math required for admission to schools in the UNC system.

**DISCRETE MATHEMATICS HONORS****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: NC MATH 3 HONORS OR  
HONORS GEOMETRY AND HONORS ALGEBRA II**

This course introduces students to the mathematics of networks, social choice and decision making. It extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. In-depth investigations of municipal, state and national elections and legislative and congressional apportionment will be conducted. Appropriate technology should be used regularly for instructions and assessment. This course qualifies as a 4th math required for admission to schools in the UNC system.

**PRE-CALCULUS HONORS****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: NC MATH 3 HONORS OR  
HONORS GEOMETRY AND HONORS ALGEBRA II**

An honors level study of major topics from advanced algebra, trigonometry, analytic geometry, data analysis and introductory calculus is presented in preparation for calculus. This course qualifies as a 4th math required for admission to schools in the UNC system.

**AP CALCULUS AB****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: HONORS PRE-CALCULUS**

This course develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications.

**AP CALCULUS BC****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: HONORS PRE-CALCULUS**

A college-level course with topics including integration by parts, trigonometric substitutions, partial fractions, geometry in the plane, sequences and series, and elementary differential equations.

**AP STATISTICS****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: HONORS MATH III OR HONORS ALGEBRA II**

This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Observing patterns and departures from patterns, (2) Planning a Study: Deciding what and how to measure, (3) Anticipating Patterns: Producing models using probability and simulation, and (4) Statistical Inference: Conforming models. This course qualifies as a 4th Math required for admission to schools in the UNC system

**AP COMPUTER SCIENCE****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: ADVANCED FUNCTIONS AND MODELING, DISCRETE MATHEMATICS, OR HONORS PRE-CALCULUS**

Computer Science A emphasizes programming methodology with a concentration on problem solving, formal algorithm development, the classes of the Java computer language, data structures and abstraction. A large part of the course centers on the development of computer programs or parts of programs that correctly solve a given problem. This course is meant to be the equivalent of a college first semester course in Computer Science.

**AP COMPUTER SCIENCE PRINCIPLES****GRADE LEVEL: 10, 11, 12****1 UNIT**

AP Computer Science Principles is designed to introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. This course is meant to be the equivalent of an introductory college course in Computer Science.

**IB MATHEMATICS SL****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: HONORS PRE-CALCULUS**

This course reinforces critical pre-calculus concepts of algebraic functions and trigonometry, and then covers the topics of differential and integral calculus, vectors in 2 and 3 dimensions, and probability and statistics. Course credit is dependent on students taking the IB Mathematics SL exam. Students will also complete a required internally assessed component. This project is a substantial math exploration of a topic of personal interest to the student.

**IB MATHEMATICAL STUDIES SL****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: ADVANCED FUNCTIONS & MODELING OR HONORS PRE-CALCULUS**

This course is designed for students with varied backgrounds and abilities in mathematics who are planning on attending college. The skills needed to cope with the mathematical demands of a technological society are developed with emphasis on the application of mathematics to real life situations. Major topics include functions, computation, statistics, probability sets, logic, business techniques, matrices, vectors and trigonometry. A substantial piece of personal research in the form of a project is a requirement of this course. Course credit is dependent on students taking the IB Mathematical Studies SL exam.

**IB MATHEMATICS HL****GRADE LEVEL: 12****1 UNIT****PREREQUISITE: AP CALCULUS AB/BC**

In this course, students will demonstrate mathematical skills, conceptual understanding, apply methods of clear reasoning in developing mathematical proofs, and solve problems in several branches of higher level mathematics. Although Calculus is a prerequisite, it is not a continuation of the study of calculus. Topics covered include vectors in 2 and 3 dimensions, the equations of lines and planes in 3-space, further development and review of probability and statistics, solid introductions to abstract algebra and group theory, and a review of key calculus concepts. Course credit is dependent on students taking the IB Mathematics HL exam. Students will also complete a required internally assessed component. This project is a substantial math exploration of a topic of personal interest to the student.

# Media/Communications

*Previous performance in Media/Communications courses and teacher recommendation should be considered in course selection.*

*The Media Services classes are offered as electives and provide students an opportunity for service learning, career exploration and skill development. Through daily media center activities, students acquire basic organizational and people skills necessary for future work environments. They assist with all aspects of the organization and management of the school library media center. Applications for these courses must be made prior to registration with the approval of the school library media coordinator.*

Media/Communications  
 Media Services I  
 Video Production Beginning  
 Video Production Intermediate

## Course Descriptions

### **MEDIA SERVICES I**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

This course is designed to teach basic skills in the operation of a school library media center. Students will concentrate on procedures of circulation, information literacy skills, operation of audiovisual equipment and simple production techniques. Students will be given experience in developing bibliographies and computer-generated materials, selecting and utilizing materials, and producing special projects. Applications for this course must be completed prior to registration.

### **VIDEO PRODUCTION BEGINNING**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Designed to teach the basic principles of television and video production. Students will produce school news shows, participate in TV/video/satellite seminars and produce a program for local broadcast.

### **VIDEO PRODUCTION INTERMEDIATE**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: VIDEO PRODUCTION BEGINNING**

A continuation of video production beginning. Students will focus on field productions, editing/special effects and directing/producing. Students will work more independently recording video in/out of class as they move from proficiency to mastery producing professional broadcast quality projects.



# Military Science

*Previous performance in Military Science courses and teacher recommendation should be considered in course selection.*

Military Science courses offer classroom activities and related experiences for the participants to acquire the knowledge, skills, self-discipline, patriotism, sense of responsibility and respect for constituted authority that better prepare them for the future. Classes offer academic challenges, practical leadership experience, physical training and training in drill and ceremony. No military service obligation is incurred from participation in Military Science or JROTC courses. For students who wish to participate in JROTC courses in high school, but their assigned school does not have a JROTC program, parents may request reassignment through the Student Assignment Office under the provisions of Board of Education policy JBCC. Under this provision, the parent will be responsible for transportation to and from school. Transfers are only considered if the attendance zone school does not have a JROTC program of any kind.

Military Science  
Aerospace Science I: History of Airpower  
Aerospace Science II: The Science of Flight  
Aerospace Science III: Exploration of Space  
Aerospace Science IV: Leadership in Action  
Aerospace Science V: Advanced Drill and Ceremonies  
Army JROTC IA  
Army JROTC IB  
Army JROTC II  
Army JROTC III  
Honors Army JROTC III  
Army JROTC IV  
Honors Army JROTC IV

Marine Corps JROTC I: Leadership Education I  
Marine Corps JROTC II: Leadership Education II  
Marine Corps JROTC III: Leadership Education III  
Marine Corps JROTC IV: Leadership Education IV  
Marine Corps JROTC V

Naval Science I  
Naval Science II  
Honors Naval Science III  
Honors Naval Science IV  
Naval Science V  
Honors Naval Science V

## Course Descriptions

### **AEROSPACE SCIENCE I: HISTORY OF AIRPOWER**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

An introductory course covering the history of airpower, role of the military in United States history, role of aerospace forces as instruments of national policy and composition of the United States aerospace community. The leadership curriculum promotes followership and leadership fundamentals, customs and courtesies, drill and ceremonies, organization and management, communication and problem solving techniques. Practical activities in these subjects promote individual self reliance, discipline, responsibility and citizenship.

### **AEROSPACE SCIENCE II: THE SCIENCE OF FLIGHT**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: AEROSPACE SCIENCE I**

A general study of aeronautics and the principals of flight. Specific subject areas covered include: the aerospace environment, human requirements of flight and the principles of flight and navigation. The leadership

curriculum covers communication skills, introduction to leadership theory, understanding individual and group behavior, and provides a forum for the application of these skills.

### **AEROSPACE SCIENCE III: EXPLORATION OF SPACE**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: AEROSPACE SCIENCE II**

Studies our present military and aerospace systems, as well as the social aspects of space. Specific areas of study include aircraft propulsion systems, rocketry and space travel. The leadership curriculum covers management communication and techniques, and promotes the student's followership and leadership skills in preparation for assuming cadet corps command and staff positions.

### **AEROSPACE SCIENCE IV: LEADERSHIP IN ACTION**

**GRADE LEVEL: 12**

**1 UNIT**

**PREREQUISITE: AEROSPACE SCIENCE III**

A laboratory in which students integrate and apply all previous academic and leadership instruction. The students will manage and supervise all aspects of the cadet corps. Duties and responsibilities include command, operation, administration, finance, resource management and discipline.

### **AEROSPACE SCIENCE V: ADVANCED DRILL AND CEREMONIES**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: AEROSPACE SCIENCE I, II, OR III**

**CO-REQUISITE: AEROSPACE SCIENCE II, III, OR IV**

Designed for highly motivated students with a serious interest in learning and practicing advanced drill and ceremonies. Students will plan, create and practice flag ceremonies, promotion ceremonies, award ceremonies and Air Force dining-out and innovative drill routines. Students will receive advanced training and practice in commanding and inspecting a drill unit. This course may be repeated to build upon and refine the creative capacities, knowledge and skills development of the previous years. Enrollment is limited. Participation in all scheduled rehearsals and performances is required.

**ARMY JROTC IA**

**GRADE LEVEL: 9, 10, 11, 12** **1/2 UNIT**

Includes history and objectives of JROTC, military customs and courtesies, leadership development, drill, map reading, methods of instruction, hygiene and first aid, marksmanship and physical training.

**ARMY JROTC IB**

**GRADE LEVEL: 9, 10, 11, 12** **1/2 UNIT**

Continues history and objectives of JROTC IA.

**ARMY JROTC II**

**GRADE LEVEL: 10, 11, 12** **1 UNIT**

**PREREQUISITE: ARMY JROTC I**

Continues objectives of JROTC IA and IB. Emphasis is placed on leadership, drill and marksmanship, map reading and instruction methods.

**ARMY JROTC III**

**GRADE LEVEL: 11, 12** **1 UNIT**

**PREREQUISITE: ARMY JROTC II**

Emphasizes principles of previous JROTC courses. Includes psychology of leadership, personnel management and problems of small unit leader.

**HONORS ARMY JROTC III**

**GRADE LEVEL: 11, 12** **1 UNIT**

**PREREQUISITE: ARMY JROTC II**

The third-year of Leadership Education and Training provides advanced leadership opportunities and responsibility. In this year students will not only be more involved as teachers and leaders within the cadet battalion, but they will also do more independent studies in the areas of communication, leadership, current events, military history, map reading, career opportunities, and technology awareness. Successful completion of the lower level course with a grade of "B" or better. Must have an overall "B" average (3.0 GPA). Assignment to a cadet leadership position. Permission of the Senior Army Instructor. The wearing of the uniform and the extracurricular activities are the same as previous Army JROTC courses.

**ARMY JROTC IV**

**GRADE LEVEL: 12** **1 UNIT**

**PREREQUISITE: ARMY JROTC III,**

**HONORS ARMY JROTC III**

Includes advanced work in leadership theory, navigation, communications and military history.

**HONORS ARMY JROTC IV**

**GRADE LEVEL: 12** **1 UNIT**

**PREREQUISITE: ARMY JROTC II**

The fourth-year cadets take ownership of the program and are responsible for the daily cadet administration and perform as commander and staff officers. They act as assistant instructors in selective subject areas for other JROTC class. They continue to develop their leadership skills and plan special unit events such as the Military Ball and the annual awards banquet. Successful completion of the lower level course with a grade of "B" or better. Must have an overall "B" average (3.0 GPA). Assignment to a cadet leadership position. Permission of the Senior Army Instructor. The wearing of the uniform and the extracurricular activities are the same as previous Army JROTC Courses.

**MARINE CORPS JROTC I: LEADERSHIP EDUCATION I**

**GRADE LEVEL: 9, 10, 11, 12** **1 UNIT**

Marine Corps Junior ROTC is a curriculum designed to emphasize Leadership Education and Leadership Development. Basic leadership tenets, physical fitness, drill and ceremonies, marksmanship and military organization are taught as part of the cadet's orientation to the Marine Corps and as a means to develop the leadership qualities taught in class.

**MARINE CORPS JROTC II: LEADERSHIP EDUCATION II**

**GRADE LEVEL: 10, 11, 12** **1 UNIT**

**PREREQUISITE: MARINE CORPS JROTC I**

Continues course objectives of Marine Corps Junior ROTC I.

**MARINE CORPS JROTC III: LEADERSHIP EDUCATION III**

**GRADE LEVEL: 11, 12** **1 UNIT**

**PREREQUISITE: MARINE CORPS JROTC II**

The third-year course is designed for high school juniors and seniors. It emphasizes leadership training and leadership application. The majority of the cadet officers, rifle team, drill team, color guard, and student instructors are normally third-year cadets.

**MARINE CORPS JROTC IV: LEADERSHIP EDUCATION IV**

**GRADE LEVEL: 11, 12** **1 UNIT**

**PREREQUISITE: MARINE CORPS JROTC III**

The fourth-year curriculum consists entirely of leadership training. This training will include participation in the leadership research, and in presentation of leadership talks to student or community groups.

### **MARINE CORPS JROTC V**

**GRADE LEVEL: 12**

**1 UNIT**

**PREREQUISITE: MARINE CORPS JROTC IV**

The fifth-year curriculum consists entirely of leadership training. This training will include participation in the leadership research, and in presentation of leadership talks to student or community groups.

### **NAVAL SCIENCE I**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

An introduction to the meaning of citizenship, elements of leadership, and the value of scholarship in attaining life goals; appreciation for America's heritage and traditions, recognition that the historically significant role of sea power will be important in America's future; develop a sense of pride in his/her organization, associates, and self, through military drill and ceremonies, wearing the uniform, physical fitness, principles of health, first aid, and survival.

### **NAVAL SCIENCE II**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: NAVAL SCIENCE I**

Builds on Naval Science 1, to include a study of US Maritime History to create a sound appreciation for our American heritage and traditions, the historically significant role of sea power, and understand the importance of the application of the Nautical Sciences of Maritime Geography, Oceanography, Astronomy, Meteorology, and Physical Science.

### **HONORS NAVAL SCIENCE III**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: NAVAL SCIENCE II**

Advances the cadet's knowledge in Naval subjects: Importance of Sea Power and National Security; Naval Operations, Intelligence, Logistics, Communications, Military Law, International Law, Ship Damage Control, Basic Seamanship, Basic Navigation, and Introduction to Naval Weapons and Aircraft.

### **HONORS NAVAL SCIENCE IV**

**GRADE LEVEL: 12**

**1 UNIT**

**PREREQUISITE: NAVAL SCIENCE III**

Focused solely on advanced practical leadership through seminars, professional readings and applied leadership skills, under supervision and in actual positions of leadership; personal finance, and personal development topics. Emphasizes practical experience in leadership, including career planning.

### **NAVAL SCIENCE V**

**GRADE LEVEL: 9, 10**

**1 UNIT**

**PREREQUISITE: NAVAL SCIENCE I OR II**

Advanced Drill, Advanced Fitness, and emphasis on Community Service. Must have concurrent registration in NS 1, 2, and with permission of an instructor. Must participate on a team.

### **HONORS NAVAL SCIENCE V**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: NAVAL SCIENCE I, II, III OR IV**

Advanced Drill, Advanced Fitness, study and preparation of Honors and Ceremonies, and emphasis on Service Learning. Must have concurrent registration in NS 2, 3, or 4, be an active participant with a NJROTC team, and with permission of an instructor.



# Science

*Previous performance in Science courses and teacher recommendation should be considered in course selection.*

## **(North Carolina requires three units of science for high school graduation)**

GCS high school science curricula offer a wide variety of courses. These offerings meet state requirements, university pre-requisites and satisfies student interests.

Science  
 Biology I  
 Honors Biology I  
 Biology II  
 Honors Biology II  
 AP Biology  
 Biology Laboratory  
 IB Biology SL/HL  
 Biotechnology  
 Chemistry I  
 Honors Chemistry I  
 Honors Chemistry II  
 AP Chemistry  
 Chemistry Laboratory  
 IB Chemistry SL/HL  
 Physical Science  
 Physics  
 Honors Physics  
 AP Physics 1  
 Physics 1 Laboratory  
 AP Physics 2  
 Physics 2 Laboratory  
 AP Physics C: Electricity and Magnetism  
 AP Physics C: Electricity and Magnetism Laboratory  
 AP Physics C: Mechanics  
 Physics C: Mechanics Laboratory  
 IB Physics SL/HL  
 Earth/Environmental Science  
 Honors Earth/Environmental Science  
 Marine Science  
 Honors Marine Science  
 AP Environmental Science  
 Environmental Science Laboratory  
 IB Environmental Systems and Societies SL  
 Astronomy  
 Honors Astronomy  
 Forensic Science  
 Honors Human Genetics  
 Human Anatomy and Physiology  
 Honors Human Anatomy and Physiology

## Course Descriptions

*Students enrolled in AP science classes that have laboratories as co-requisites may choose to take the laboratories as a non-graded class with the approval of the principal after the student's graduation progress is assessed.*

### **BIOLOGY I**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

This course is designed to provide a general understanding of the concepts and principles of biology. The biology curriculum includes a study the structure and function of living organisms, ecosystems, evolution and genetics, and molecular biology.

## Meeting the Science Requirements

The science graduation requirements include Biology, one course in a physical science, and one course in an earth/environmental science. The requirements may be met as follows:

### Science Graduation Requirements

- **Biology:**  
Biology I, Honors Biology I
- **Physical Science:**  
Physical Science, Chemistry I, Honors Chemistry I, Physics, Honors Physics, AP Physics 1, AP Physics 2, AP Physics C, IB Physics SL/HL
- **Earth/Environmental Science:**  
AP Environmental Science, Earth/Environmental Science, Honors Earth/Environmental Science, IB Environmental Systems and Societies SL.

## Science Sequences

Grade	SEQUENCE 1	SEQUENCE 2
9	Biology	Earth/Environmental
10	Chemistry	Biology
11	AP Environmental or Science elective	Physical Science, Chemistry or Physics
12	AP Environmental or Science elective	Chemistry, Physics or Science elective

### **HONORS BIOLOGY I**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

This course is designed for students with a high interest and aptitude in the biological sciences and plan on taking more advanced science courses. Major topics of structure and function of living organisms, ecosystems, evolution and genetics, and molecular biology.

### **BIOLOGY II**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: BIOLOGY I**

This course provides a second year of biology for the student who is interested in career opportunities in the biological sciences. It will focus on topics such as bacteriology and biomedical techniques.

## **HONORS BIOLOGY II**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: HONORS BIOLOGY I;**  
**RECOMMENDATION: HONORS CHEMISTRY**

This course provides a second year of biology for the student who wants to pursue an in-depth study of the biological sciences. It will focus on topics such as microbiology, plant and animal kingdoms and population dynamics.

## **AP BIOLOGY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: HONORS BIO I, CHEMISTRY AND**  
**MATH I OR HIGHER;**  
**COREQUISITE: BIOLOGY LABORATORY**

In AP Biology, students study the basic concepts covered in a "General Biology" college-level course. Major themes include evolution, cellular processes, genetics and information transfer, and biological interaction. Both the course and the lab are scheduled as concurrent courses.

## **BIOLOGY LABORATORY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: HONORS BIO I, CHEMISTRY AND ALGEBRA I**  
**COREQUISITE: AP BIOLOGY**

This course provides in-depth laboratory experiences similar to those found in an introductory college level Biology course. The focus of this course is developing advanced reasoning and inquiry skills such as observation, experimental design, data interpretation, statistical analysis and operation of scientific equipment. This course may be used for elective credit only.

## **IB BIOLOGY SL**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: HONORS BIO I, HONORS CHEMISTRY**  
**RECOMMENDED COREQUISITE: BIOLOGY LABORATORY**

This course is comparable to a college introductory biology course. The course focuses on the topics of molecules/cells, genetics and organisms/populations. Laboratory work encourages higher level thinking skills, the operation of scientific equipment and technical writing. Course credit is dependent upon the student taking the IB Biology exam.

## **IB BIOLOGY HL**

**GRADE LEVEL: 12**

**1 UNIT**

**PREREQUISITE: IB BIOLOGY SL**

Second course of a two-year IB HL sequence. The course deepens and broadens the student's understanding of complex scientific topics from the IB curriculum options such as Human Nutrition and Health, Physiology of Exercise, and Ecology and Conservation. Laboratory work encourages higher level thinking skills, the operation of scientific equipment and technical writing. Course credit is dependent upon the student taking the IB Biology HL exam.

## **BIOTECHNOLOGY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: MATH I, BIOLOGY I, CHEMISTRY**

The course will focus on the history of biotechnology (selective breeding, cell theory, genetics) and the tools of modern biotechnology (genetic engineering, cell and tissue culture, immunotechnologies and electronic instruments).

## **CHEMISTRY I**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: MATH I AND CONCURRENT**  
**ENROLLMENT: MATH I OR HIGHER**

Chemistry is designed to address the following NC Essential Standards science strands: matter: properties and change; energy: conservation and transfer; and interaction of energy and matter. Laboratory experiences and demonstrations are an important part of the course. Topics include structure of atoms, structure and properties of matter, chemical reactions, conservation of energy and matter and interaction of energy and matter.

## **HONORS CHEMISTRY I**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: MATH I;**  
**COREQUISITE: MATH II OR HIGHER**

Honors Chemistry is designed to address the following NC Essential Standards science strands in greater detail: matter: properties and change; energy: conservation and transfer; and interaction of energy and matter. Laboratory experiences and demonstrations are an important part of the course. Topics include structure of atoms, structure and properties of matter, chemical reactions, conservation of energy and matter and interaction of energy and matter.

## **HONORS CHEMISTRY II**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: CHEMISTRY I AND MATH II OR HIGHER**

This is a second-year chemistry course that explores topics such as nuclear chemistry, organic chemistry, equilibrium, acid-base chemistry, titration techniques and biochemistry. The course is lab oriented and gives students the opportunity to use basic chemistry in an applied setting.

## **AP CHEMISTRY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: CHEMISTRY I, MATH II OR HIGHER;**  
**RECOMMENDATION: HONORS PRE-CALCULUS**  
**COREQUISITE: CHEMISTRY LABORATORY**

This is the equivalent of a general college chemistry course. Major themes include: atoms and elements; structure and properties of matter; chemical reactions; kinetics; thermodynamics; and equilibrium. Both the course and the lab are scheduled as concurrent courses.

### CHEMISTRY LABORATORY

**GRADE LEVEL: 11, 12** **1 UNIT**  
PREREQUISITE: CHEMISTRY I, MATH II OR HIGHER.  
COREQUISITE: AP CHEMISTRY

This course provides in-depth laboratory experiences similar to those found in an introductory college level Chemistry course. It is designed to help students develop advanced reasoning and inquiry skills such as observation, experimental design, data interpretation, statistical analysis, and operation of scientific equipment. This course may be used for elective credit only.

### IB CHEMISTRY SL

**GRADE LEVEL: 11, 12** **1 UNIT**  
PREREQUISITE: HONORS CHEMISTRY I, MATH II OR HIGHER  
RECOMMENDED COREQUISITE: CHEMISTRY LABORATORY

This is the equivalent of a college chemistry course. Topics include equilibrium, bonding, kinetics, thermodynamics and descriptive chemistry. Student laboratory experience is a major component of the course. Credit for the course is dependent on the student taking the IB Chemistry exam.

### IB CHEMISTRY HL

**GRADE LEVEL: 12** **1 UNIT**  
PREREQUISITE: HONORS CHEMISTRY I, MATH II OR HIGHER  
COREQUISITE: CHEMISTRY LABORATORY

Second course of a two-year IB HL sequence. The course deepens and broadens the student's understanding of complex scientific topics from the IB curriculum options such as Environmental Chemistry, Food Chemistry, and Medicine and Drugs. Laboratory work encourages higher level thinking skills, the operation of scientific equipment and technical writing. Course credit is dependent upon the student taking the IB Chemistry HL exam.

### PHYSICAL SCIENCE

**GRADE LEVEL: 10, 11, 12** **1 UNIT**  
PREREQUISITE: MATH I

Physical Science is designed to address the following NC Essential Standards science strands: force and motion; matter, properties and change; and energy: conservation and transfer. This course provides a basic knowledge of both chemistry and physics.

### PHYSICS

**GRADE LEVEL: 11, 12** **1 UNIT**  
PREREQUISITE: MATH II OR HIGHER

This course develops an understanding of the mathematical and motion oriented study of matter and energy. Topics include the conservation of mass and energy, conservation of momentum, waves, fields, and interactions of matter and energy.

### HONORS PHYSICS

**GRADE LEVEL: 10, 11, 12** **1 UNIT**  
PREREQUISITES: MATH II OR HIGHER

Honors Physics is designed for the student who has a high interest in physics. This course develops an understanding of the mathematical and motion-oriented study of matter and energy. Topics include the conservation of mass and energy, conservation of momentum, waves, fields and interactions of matter and energy.

### AP PHYSICS 1

**GRADE LEVEL: 11, 12** **1 UNIT**  
RECOMMENDED PREREQUISITE: PHYSICS AND MATH II OR HIGHER  
COREQUISITE: PHYSICS 1 LABORATORY

This course is the equivalent to a first-semester college course in algebra-based physics. Topics include Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. Electric circuits will also be introduced. Both the course and the lab are scheduled as concurrent courses.

### PHYSICS 1 LABORATORY

**GRADE LEVEL: 11, 12** **1 UNIT**  
PREREQUISITE: MATH II OR HIGHER  
COREQUISITE: AP PHYSICS 1

This course provides in-depth laboratory experiences similar to those found in a college level Physics course. It is designed to help students develop advanced reasoning and inquiry skills such as observation, experimental design, data interpretation, statistical analysis and operation of scientific equipment. This course may be used for elective credit only.

### AP PHYSICS 2

**GRADE LEVEL: 11, 12** **1 UNIT**  
RECOMMENDED PREREQUISITE: AP PHYSICS 1 AND MATH II OR HIGHER  
COREQUISITE: PHYSICS 2 LABORATORY

This course is the equivalent to a second-semester college course in algebra-based physics. Topics include fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Both the course and the lab are scheduled as concurrent courses.

### PHYSICS 2 LABORATORY

**GRADE LEVEL: 11, 12** **1 UNIT**  
PREREQUISITE: MATH II OR HIGHER  
COREQUISITE: AP PHYSICS 2

This course provides in-depth laboratory experiences similar to those found in a college level Physics course. It is designed to help students develop advanced reasoning and inquiry skills such as observation, experimental design, data interpretation, statistical analysis and operation of scientific equipment. This course may be used for elective credit only.

### **AP PHYSICS C: ELECTRICITY AND MAGNETISM**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: AP PHYSICS 1**

During the AP Physics C Electricity and Magnetism course you will explore concepts such as electrostatics, electric circuits, conductors, capacitors, dielectrics, magnetic fields, and electromagnetism. Both the course and the lab are scheduled as concurrent courses.

### **PHYSICS C: ELECTRICITY AND MAGNETISM LABORATORY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

This course provides in-depth laboratory experiences similar to those found in a college level Physics course. It is designed to help students develop advanced reasoning and inquiry skills such as observation experimental design, data interpretation, statistical analysis and operation of scientific equipment.

### **AP PHYSICS C: MECHANICS**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: AP PHYSICS 1**

During the AP Physics C Mechanics course you will explore concepts such as kinematics; Newton's laws of motion, work, energy and power; systems of p4s and linear momentum; circular motion and rotation; oscillations; and gravitation. Both the course and the lab are scheduled as concurrent courses.

### **PHYSICS C: MECHANICS LABORATORY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

This course provides in-depth laboratory experiences similar to those found in a college level Physics course. It is designed to help students develop advanced reasoning and inquiry skills such as observation, experimental design, data interpretation, statistical analysis and operation of scientific equipment.

### **IB PHYSICS SL**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: HONORS MATH II OR ABOVE**

**RECOMMENDED COREQUISITE: PHYSICS LABORATORY**

**RECOMMENDATION: CONCURRENT ENROLLMENT IN IB MATH**

This course is designed for IB bound students who have a high interest in Physics. Topics include mechanics, kinetic theory, wave phenomena, electricity, magnetism, thermodynamics and particle physics. Course credit is dependent on taking the IB Physics exam.

### **IB PHYSICS HL**

**GRADE LEVEL: 12**

**1 UNIT**

**PREREQUISITE: HONORS MATH II OR HIGHER**

**RECOMMENDED COREQUISITE: PHYSICS LABORATORY**

**RECOMMENDATION: CONCURRENT ENROLLMENT IN IB MATH**

Second course of a two-year IB HL sequence. The course deepens and broadens the student's understanding of complex scientific topics from the IB curriculum options such as Astrophysics, Communications, and Electromagnetic Waves. Laboratory work encourages higher level thinking skills, the operation of scientific equipment and technical writing. Course credit is dependent upon the student taking the IB Physics HL exam.

### **EARTH/ENVIRONMENTAL SCIENCE**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

The Earth/Environmental science curriculum focuses on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. Learners will study natural and technological systems.

### **HONORS EARTH/ENVIRONMENTAL SCIENCE**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

The Honors Earth/Environmental science curriculum provides an in-depth study on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability and the cycles that circulate energy and material through the earth system. Learners will study natural and technological systems.

### **MARINE SCIENCE**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: BIOLOGY I;**

**RECOMMENDATION: CHEMISTRY**

This course will provide a study of the Earth's systems using the marine environment as a main focus. Topics will include physical geography, geology, seawater, the ocean floor and marine organisms. North Carolina coastal processes will be studied in detail.

### **HONORS MARINE SCIENCE**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: BIOLOGY I; RECOMMENDATION: CHEMISTRY**

This course will provide an in-depth study of the Earth's systems using the marine environment as a main focus. Topics will include physical geography, geology, seawater, the ocean floor and marine organisms. North Carolina coastal processes will be studied in detail.

**AP ENVIRONMENTAL SCIENCE****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: BIOLOGY I, MATH I, AND A PHYSICAL SCIENCE****RECOMMENDED COREQUISITE: ENVIRONMENTAL SCIENCE LABORATORY**

This course is designed to be equivalent to an introductory college course in environmental science. It emphasizes the application of scientific concepts to the understanding and solution of environmental problems. Major topics include interdependence of earth's systems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and environment and society. Both the course and the lab are scheduled as concurrent courses.

**ENVIRONMENTAL SCIENCE LABORATORY****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: BIOLOGY I, A PHYSICAL SCIENCE, AND ALGEBRA I**

This course provides in-depth laboratory experiences similar to those found in an introductory college level Environmental Science course. It is designed to help students develop skills such as observation, experimental design, data interpretation, statistical analysis and operation of scientific equipment. This course may be used for elective credit only.

**IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: BIOLOGY I, CHEMISTRY I AND MATH I**

This is a college level course that looks at the structure and function of natural systems and the impact of human activities on our environment. Both local and global environmental issues will be studied. Course credit is dependent upon the students taking the IB Environmental Systems and Societies SL exam.

**ASTRONOMY****GRADE LEVEL: 11, 12****1 UNIT****RECOMMENDATION: PHYSICAL SCIENCE, MATH I OR HIGHER**

This course presents students with astronomy concepts including basic facts about the Earth, moon and stars. The study of galaxies, space exploration, historical astronomy and the evolution of stars also are major areas of study.

**HONORS ASTRONOMY****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE OR RECOMMENDED COURSES: MATH II, BIOLOGY, EARTH SCIENCE**

This course is a study of Solar System phenomena including all eight planets, the numerous satellites of each (both natural and man-made,) dwarf planets, asteroids, comets (and other small solar system bodies,) with additional units covering the history of astronomy, telescopes, galaxies, stars (pulsars, neutron stars, black holes), cosmology, relativity, and the possibility of life elsewhere in the Universe.

**Northwest Guilford High School.****FORENSIC SCIENCE****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: BIOLOGY, CHEMISTRY, AND MATH II OR HIGHER MATH**  
**CONCURRENT: CHEMISTRY**

This course provides an introduction to the topics of criminology within the field of forensic science. It focuses on the application of basic biological, chemical, geological and physical science principles to analyze and investigate evidence that may be discovered in a criminal investigation. Classroom activities include experiments, projects, case studies and the incorporation of technology.

**HONORS HUMAN GENETICS****GRADE LEVEL: 10, 11, 12****1 UNIT****PREREQUISITE: HONORS BIOLOGY OR AP BIOLOGY**

This course is a survey of the basic fundamentals of genetics and their application to contemporary issues. Major topics include DNA structure and replication, protein synthesis, the chromosomal basis of inheritance, the chromosomal basis of gender determination, mutations and genetic disorders, human ancestry, and genetic engineering. This course blends concepts from Honors and AP Biology and focuses on scientific thinking, research, and writing.

**HUMAN ANATOMY AND PHYSIOLOGY****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: BIOLOGY I AND CHEMISTRY**

This course provides the student with a general study of the structure and function of the human body. Laboratory work includes detailed study of vertebrate organisms.

**HONORS HUMAN ANATOMY AND PHYSIOLOGY****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: HONORS BIOLOGY, HONORS CHEMISTRY**

This course provides the student with a detailed study of the structure and function of the human body. It is designed for the student who has a strong background and interest in biology. A major emphasis of the course is the use of laboratory instrumentation and equipment to analyze and measure major functions of the human body.

# Social Studies

*Previous performance in Social Studies courses and teacher recommendation should be considered in course selection.*

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
- Culture

Based on Public School Law G.S. 115-81 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 actually practiced.

Students entering the ninth grade in 2012-13 will need four social studies credits for graduation. The fourth requirement is satisfied with the division of American History into two courses. These students may opt to take AP US History which encompasses all information in both American History I and II, however this is only one credit. If a student elects to take AP US History, then that student must take another social studies course as the fourth credit in order to meet the new requirements of four social studies credits for graduation.

Social Studies  
 American History I: The Founding Principles\*\*  
 Honors American History I:  
     The Founding Principles  
 American History II\*\*  
 Honors American History II  
 American History: The Founding Principles,  
 Civics, and Economics\*  
 Honors American History: The Founding  
 Principles, Civics, and Economics  
 AP United States History  
 IB History of the Americas  
 World History\*  
 Honors World History  
 AP World History  
 IB 20th Century World History  
 Electives:  
 African-American History

Honors African-American History  
 Freshman Seminar:  
     Cultural Identity and Image  
 Honors 20th Century Civil Liberties,  
 Civil Rights  
 American Humanities  
 Honors American Humanities  
 AP European History  
 AP Government and Politics: Comparative  
 AP Government and Politics: United States  
 AP Human Geography  
 AP Macroeconomics  
 AP Microeconomics  
 IB Philosophy HL  
 IB Philosophy SL  
 Psychology  
 Honors Psychology

AP Psychology  
 IB Psychology SL  
 IB Psychology HL  
 Sociology  
 Honors Sociology  
 IB Theory of Knowledge I  
 IB Theory of Knowledge II  
 Turning Points in American History  
 Honors Turning Points in American History  
 World Humanities  
 Honors World Humanities



## Social Studies Sequences\*\*\*

### 2015 Graduating Cohort

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<p>American History: The Founding Principles, Civics, and Economics*</p> <p>Honors American History: The Founding Principles, Civics, and Economics</p> <p>World History*</p> <p>Honors World History</p> <p><b>Other Options:</b></p> <p>AP Human Geography</p> <p>Psychology</p> <p>Honors Psychology</p> <p>AP Psychology</p> <p>AP World History</p> <p>World Humanities</p> <p>Honors World Humanities</p>	<p>American History: The Founding Principles, Civics, and Economics*</p> <p>Honors American History: The Founding Principles, Civics, and Economics</p> <p>World History*</p> <p>Honors World History</p> <p><b>Other Options:</b></p> <p>African American History</p> <p>Honors African American History</p> <p>20th Century Civil Liberties, Civil Rights</p> <p>Honors 20th Century Civil Liberties, Civil Rights</p> <p>AP European History</p> <p>AP Government</p> <p>AP Human Geography</p> <p>Psychology</p> <p>Honors Psychology</p> <p>AP Psychology</p> <p>AP World History</p> <p>World Humanities</p> <p>Honors World Humanities</p>	<p>United States History*</p> <p>Honors United States History</p> <p><b>Other Options:</b></p> <p>African American History</p> <p>Honors African American History</p> <p>20th Century Civil Liberties, Civil Rights</p> <p>Honors 20th Century Civil Liberties, Civil Rights</p> <p>American Humanities</p> <p>Honors American Humanities</p> <p>AP European History</p> <p>AP Government</p> <p>IB History of the Americas</p> <p>AP Human Geography</p> <p>AP Macroeconomics</p> <p>AP Microeconomics</p> <p>IB Philosophy SL</p> <p>Psychology</p> <p>Honors Psychology</p> <p>AP Psychology</p> <p>IB Psychology SL</p> <p>Sociology</p> <p>Honors Sociology</p> <p>Turning Points in American History</p> <p>Honors Turning Points in American History</p> <p>AP US History</p> <p>AP World History</p> <p>World Humanities</p> <p>Honors World Humanities</p>	<p><b>Elective Options:</b></p> <p>African American History</p> <p>Honors African American History</p> <p>20th Century Civil Liberties, Civil Rights</p> <p>Honors 20th Century Civil Liberties, Civil Rights</p> <p>American Humanities</p> <p>Honors American Humanities</p> <p>AP European History</p> <p>AP Government</p> <p>AP Human Geography</p> <p>AP Macroeconomics</p> <p>AP Microeconomics</p> <p>IB Philosophy SL or HL</p> <p>Psychology</p> <p>Honors Psychology</p> <p>AP Psychology</p> <p>IB Psychology SL or HL</p> <p>Sociology</p> <p>Honors Sociology</p> <p>Turning Points in American History</p> <p>Honors Turning Points in American History</p> <p>AP US History</p> <p>AP World History</p> <p>World Humanities</p> <p>Honors World Humanities</p> <p>IB 20th Century World</p>

### 2016 Graduating Cohort and Beyond

<p>American History: The Founding Principles, Civics, and Economics*</p> <p>Honors American History: The Founding Principles, Civics, and Economics</p> <p>World History*</p> <p>Honors World History</p> <p><b>Other Options:</b></p> <p>Freshman Seminar: Cultural Identity and Image</p> <p>AP Human Geography</p> <p>Psychology</p> <p>Honors Psychology</p> <p>AP Psychology</p> <p>AP World History</p> <p>World Humanities</p> <p>Honors World Humanities</p>	<p>American History: The Founding Principles, Civics, and Economics*</p> <p>Honors American History: The Founding Principles, Civics, and Economics</p> <p>World History*</p> <p>Honors World History</p> <p><b>Other Options:</b></p> <p>African American History</p> <p>Honors African American History</p> <p>AP European History</p> <p>AP Government</p> <p>AP Human Geography</p> <p>Psychology</p> <p>Honors Psychology</p> <p>AP Psychology</p> <p>AP World History</p> <p>World Humanities</p> <p>Honors World Humanities</p>	<p>American History I: The Founding Principles**</p> <p>Honors American History I: The Founding Principles</p> <p>American History II**</p> <p>Honors American History II</p> <p><b>Other Options:</b></p> <p>African American History</p> <p>Honors African American History</p> <p>American Humanities</p> <p>Honors American Humanities</p> <p>AP European History</p> <p>AP Government</p> <p>IB History of the Americas</p> <p>AP Human Geography</p> <p>AP Macroeconomics</p> <p>AP Microeconomics</p> <p>IB Philosophy SL</p> <p>Psychology</p> <p>Honors Psychology</p> <p>AP Psychology</p> <p>IB Psychology SL</p> <p>Sociology</p> <p>Honors Sociology</p> <p>Turning Points in American History</p> <p>Honors Turning Points in American History</p> <p>AP US History</p> <p>AP World History</p> <p>World Humanities</p> <p>Honors World Humanities</p>	<p>American History I: The Founding Principles**</p> <p>Honors American History I: The Founding Principles</p> <p>American History II**</p> <p>Honors American History II</p> <p><b>Other Options:</b></p> <p>African American History</p> <p>Honors African American History</p> <p>American Humanities</p> <p>Honors American Humanities</p> <p>AP European History</p> <p>AP Government</p> <p>AP Human Geography</p> <p>AP Macroeconomics</p> <p>AP Microeconomics</p> <p>IB Philosophy SL or HL</p> <p>Psychology</p> <p>Honors Psychology</p> <p>AP Psychology</p> <p>IB Psychology SL or HL</p> <p>Sociology</p> <p>Honors Sociology</p> <p>Turning Points in American History</p> <p>Honors Turning Points in American History</p> <p>AP US History</p> <p>AP World History</p> <p>World Humanities</p> <p>Honors World Humanities</p> <p>IB 20th Century World</p>
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\* 2015 Graduation requirement

\*\* 2016 and beyond graduation requirement

\*\*\* There is no state-required sequence for the core social studies courses

## Course Descriptions

### **AMERICAN HISTORY I: THE FOUNDING PRINCIPLES**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

The course begins with European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Provides a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

### **HONORS AMERICAN HISTORY I: THE FOUNDING PRINCIPLES**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

The course begins with European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Provides a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. The honors course is more challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

### **AMERICAN HISTORY II**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Directly following American History I, part two will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. Students will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Provides a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time.

### **HONORS AMERICAN HISTORY II**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Directly following American History I, part two will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. Students will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Provides a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. The honors course is more challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

### **AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

This course provides a principles for understanding the basic framework of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance.

### **HONORS AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world through an advanced study of American democracy, practices of American government established by the Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. Honors American History: The Founding Principles, Civics, and Economics covers the material in greater complexity, novelty and acceleration. Honors students will learn to express and defend their ideas.



**AP UNITED STATES HISTORY****GRADE LEVEL: 11, 12****1 UNIT****PREREQUISITE: AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. Students will also develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**IB HISTORY OF THE AMERICAS****GRADE LEVEL: 11****1 UNIT****PREREQUISITE: AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

First year of a two-year sequence to prepare for the IB History HL exam. Studies the historical relationships between the United States, Latin America and Canada from a global perspective from colonialism to the present. There will be special emphasis on note-taking, critical reading and writing skills. Students will also be exposed to historical thinking and analysis, including historiography. Students are encouraged to take the AP US History exam.

**WORLD HISTORY****GRADE LEVEL: 9, 10, 11, 12****1 UNIT**

Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc. This course will address six periods in the study of World History, with a key focus of the mid-15th century to the present through the study of major turning points that shaped the modern world.

**HONORS WORLD HISTORY****GRADE LEVEL: 9, 10, 11, 12****1 UNIT**

Provides students with the opportunity for advanced work, rigorous study, and a systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

**AP WORLD HISTORY****GRADE LEVEL: 9, 10, 11, 12****1 UNIT**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues and skills in analyzing types of historical evidence.

**IB 20TH CENTURY WORLD HISTORY****GRADE LEVEL: 12****1 UNIT**

This course is an in-depth examination of a limited number of World History topics that occurred in the 20th Century. A heavy emphasis is placed on the study of war, revolution, single-party states and Cold War diplomacy. Topics may be drawn from events in Europe, Asia, the Americas, Africa and the Middle East. Previous topics of study in the course have included: World War I and II, revolutions in Russia, Mexico, and China, Nazi Germany, Stalin's USSR, Peron in Argentina, Castro in Cuba, the Holocaust, the Arab-Israeli conflict, Korean War, Berlin Airlift, Eastern Europe under the USSR. The course will emphasize a wide range of reading, evaluating historical sources, developing historical arguments and expressing those ideas orally and in writing. Course credit is dependent on students taking an IB History exam. Students who have completed IB History of the Americas in addition to IB 20th Century are eligible for the Higher Level Exam. Students who have only completed the 20th Century course are only eligible for the Standard Level Exam.

## Social Studies Electives

### AFRICAN-AMERICAN HISTORY

**GRADE LEVEL: 10, 11, 12** **1 UNIT**

The focus of the course will be to create an awareness and an understanding of the history, culture and contributions of the people of African descent within the American experience from the Transatlantic Slave Trade to the present.

### HONORS AFRICAN-AMERICAN HISTORY

**GRADE LEVEL: 10, 11, 12** **1 UNIT**

Provides students with the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of African-American history from the slave trade to the present. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

### FRESHMAN SEMINAR: CULTURAL IDENTITY AND IMAGE

**GRADE LEVEL: 9** **1 UNIT**

This seminar is designed to explore the concept of cultural identity using historical data to track the evolution of African American culture and the figures that have contributed to this. The course will blend in current events and other modern, culture themes to make connections to students' present-day experiences, allowing students to research and create their own learning trajectories. This course will also provide key support in navigating the transition into high school and making positive choices that will place them in the best position for successfully preparing for postsecondary and career opportunities. By immersing students in both the historical significance and the current state of African American identity and image, students will create deeper connections to the African American heritage and experience. **Dudley**

### HONORS 20TH CENTURY CIVIL LIBERTIES, CIVIL RIGHTS

**GRADE LEVEL: 10, 11, 12** **1 UNIT**

**PREREQUISITE: AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

This course accentuates the history, struggles, successes and similarities of diverse groups of 20th-century Americans who protested on behalf of civil liberties and civil rights. It begins with an understanding of America's founding documents and their conceptual and historical paradoxes of each, and looks at the flexibility of the US Constitution and the impact of additional amendments over time on both civil liberties and civil rights.

### AMERICAN HUMANITIES

**GRADE LEVEL: 11, 12** **1 UNIT**  
**PRE OR CO-REQUISITE: AMERICAN HISTORY I AND II**

The course emphasizes the human journey associated with being and/or becoming American from the early national period to the modern era. The course should use an historical lens to discover and question through broad humanistic movements - literary, artistic, linguistic, philosophical, and religious - the cultural uniqueness of America including popular culture. The course should accentuate a variety of voices representative of the American experience over time. This course is a seminar experience and skills associated with seminar participation - reading, researching, listening, speaking, questioning, interpreting, and reasoning should be emphasized.

### HONORS AMERICAN HUMANITIES

**GRADE LEVEL: 11, 12** **1 UNIT**  
**PRE OR CO-REQUISITE: AMERICAN HISTORY I AND II**

Continues the examination of American culture and experience from the early national period to modern era. This course, however, provides more depth and is more writing intensive with concentration on the student's ability to analyze and evaluate different aspects of the unique American culture.

### AP EUROPEAN HISTORY

**GRADE LEVEL: 10, 11, 12** **1 UNIT**  
**PRE OR CO-REQUISITE: AMERICAN HISTORY I AND II**

The study of European history since 1450, this course introduces students to social, cultural, political, and economic developments in Europe that played a fundamental role in shaping the world in which they live. Students will not only learn a basic narrative of European history, but also explore the development of modern institutions, the role of conflict and continuity in present-day, and the evolution of artistic expression and intellectual discourse. The goals of an AP European course are to develop an understanding of principal themes in modern European History, an ability to analyze historical evidence and interpretation, and an ability to express historical understanding in writing in preparation of intermediate and advanced college courses.

## AP GOVERNMENT AND POLITICS COMPARATIVE

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PRE OR CO-REQUISITE: AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

## AP GOVERNMENT AND POLITICS UNITED STATES

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PRE OR CO-REQUISITE: AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

This course is designed to provide students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. government and politics.

## AP HUMAN GEOGRAPHY

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## AP MACROECONOMICS

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: ALGEBRA II AND AP MICROECONOMICS**

The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth and international economics.

## AP MICROECONOMICS

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PREREQUISITE: ALGEBRA II**

The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

## IB PHILOSOPHY SL

**GRADE LEVEL: 11, 12**

**1 UNIT**

The IB Philosophy course aims to lead students to reflect on and question the bases of knowledge and experience; develop a personal mode of thought based on critical examination of evidence and argument; formulate rational arguments; be aware of subjective and ideological biases. This course seeks to engage students in "doing" Philosophy rather than in merely learning philosophical doctrines or about the great philosophers. Students will study two philosophical themes and one specific philosophical text in preparation for the IB Philosophy SL exam. Course credit is dependent upon students taking the IB standard level exam or meeting the course requirements for IB Philosophy HL the following year.

## IB PHILOSOPHY HL

**GRADE LEVEL: 12**

**1 UNIT**

**PREREQUISITE: IB PHILOSOPHY SL**

The IB Philosophy HL course is a continuation of the IB Philosophy SL course. Two additional themes and one additional text will be studied. Course credit is dependent upon taking the IB Philosophy HL exam.

## PSYCHOLOGY

**GRADE LEVEL: 11, 12**

**1 UNIT**

Scientific approach to understanding behavior, personality and learning.

## HONORS PSYCHOLOGY

**GRADE LEVEL: 11, 12**

**1 UNIT**

Provides students with the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in psychology. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

## **AP PSYCHOLOGY**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

Introduces systematic, scientific study of the behavior and mental processes of human beings and other animals, psychological facts, principles and phenomena associated with major subfields within psychology and psychological methodology.

## **IB PSYCHOLOGY SL**

**GRADE LEVEL: 11, 12**

**1 UNIT**

Introduces systematic, scientific study of the behavior and mental processes of human beings and other animals, psychological facts, principles and phenomena associated with major subfields within psychology and psychological methodology. Course credit is dependent upon the student taking the IB Psychology SL exam.

## **IB PSYCHOLOGY HL**

**GRADE LEVEL: 12**

**1 UNIT**

Second course of a two-year IB HL sequence. The course deepens and broadens the student's understanding of complex topics related to the field of psychology, including options in abnormal, developmental, health and sport psychology. HL students will also be assessed on qualitative research methodology. Course credit is dependent upon the student taking the IB Psychology HL exam.

## **SOCIOLOGY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

A study of humanity as a product of culture and society. Considers social forces that influence behavior. Focuses particularly on life problems in urban, industrial societies.

## **HONORS SOCIOLOGY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

Provides students with the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts (research methods, culture, society, socialization, conformity and defiance in human behavior, and human stratification) found in sociology. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

## **IB THEORY OF KNOWLEDGE I**

**GRADE LEVEL: 11**

**1 UNIT**

Course will create in its students a willingness to question the basis of perceived knowledge for accepting or rejecting any information placed before them, to provide the logical, analytical and epistemological tools necessary for making and justifying such decisions, and to sharpen the oral and written skills necessary to present the results. Students must be concurrently enrolled in at least three IB courses. Course is offered as a one or two year sequence and is required of all IB diploma candidates.

## **IB THEORY OF KNOWLEDGE II**

**GRADE LEVEL: 12**

**1 UNIT**

**PREREQUISITE: IB THEORY OF KNOWLEDGE I**

Course will create in its students a willingness to question the basis of perceived knowledge for accepting or rejecting any information placed before them, to provide the logical, analytical and epistemological tools necessary for making and justifying such decisions, and to sharpen the oral and written skills necessary to present the results. Students must be concurrently enrolled in at least three IB courses. Course is offered as a one or two year sequence and is required of all IB diploma candidates.

## **TURNING POINTS IN AMERICAN HISTORY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PRE OR CO-REQUISITE: AMERICAN HISTORY I AND II**

This course emphasizes 10-15 key turning points in American History at a greater depth than a survey course in American History. Studying turning points chronologically will provide students with a narrative of American History as well as an understanding of historical methods and the use of historical inquiry. Students should essentially become historians to better understand and appreciate the narrative of a people, a nation, and a world.

## **HONORS TURNING POINTS IN AMERICAN HISTORY**

**GRADE LEVEL: 11, 12**

**1 UNIT**

**PRE OR CO-REQUISITE: AMERICAN HISTORY I AND II**

An advanced study of 10-15 key turning points in American History which were caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. This course, however, is more writing, reading, researching and listening intensive.

**WORLD HUMANITIES****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PRE OR CO-REQUISITE: WORLD HISTORY**

This course should begin with a focus on the ancient cultures of the Mediterranean and Europe through the Reformation, the Renaissance and the political revolutions of the 18th and 19th centuries. Humanities studies demonstrate the way that human beings historically create and share meaning as individuals, as communities, and as cultures through what they document and produce. Course content should be studied through a contemporary global lens and as a seminar experience with skills associated with seminar participation - reading, researching, listening, speaking, questioning, interpreting, reasoning, and creating being embedded.

**HONORS WORLD HUMANITIES****GRADE LEVEL: 9, 10, 11, 12****1 UNIT****PRE OR CO-REQUISITE: WORLD HISTORY**

This course continues the examination of cultures around the world including their contributions to history including philosophy, literature, religion, art, music, and language. With this seminar, students should recognize enduring human problems and become more culturally sensitive to all of humanity. This course, however, provides more depth and is more writing intensive with a concentration on a student's ability to analyze and evaluate different aspects of cultures throughout the span of world history.

# World Languages

*Previous performance in World Language courses and teacher recommendation should be considered in course selection.*

As we become more globally connected in an ever-changing world, many diverse cultural and linguistic groups converge. The study of a world language becomes extremely important. The benefits of effective second language instruction focus on the role of the individual in a multilingual, global society. Students in World Language programs also tend to demonstrate greater cognitive development, creativity and divergent thinking. The learner will also develop insight into the nature of language and culture by comparing his/her own language and cultures to others.

For students following the Future-Ready Core Course of Study, World Languages is recommended as a concentration areas of focus. Although two levels of world languages are no longer a high school graduation requirement, they are the minimum

requisite for admission to the UNC system and most colleges in the nation.

The World Language elective offerings vary from school to school. GCS middle school students may take world language courses that will count as a high school credit. Therefore, if a student successfully completes Level I of a world language course in middle school, he/she may register for Level II of that same world language at grade 9. To receive this credit, the student must have received a passing grade as the combined scores of the course grade and the world languages local assessment. While the courses will receive high school credit, the students' GPA will be computed with courses taken only during the high school years.

World Languages	Honors Hebrew III	Mandarin Chinese II
French I	Honors Hebrew IV	Honors Mandarin Chinese III
French II	Honors Hebrew V	Spanish I
Honors French III	Honors Hebrew VI	Spanish II
Honors French IV	IB Hebrew SL	Honors Spanish III
Honors French V	Japanese I	Honors Spanish IV
AP French Language and Culture	Japanese II	Honors Spanish V
IB French Language SL/HL	Honors Japanese III	AP Spanish Language and Culture
French <i>ab initio</i> A	AP Japanese Language and Culture	AP Spanish Literature and Culture
Honors French <i>ab initio</i> B	Latin I	IB Spanish Language SL/HL
German I	Latin II	Spanish <i>ab initio</i> A
German II	Honors Latin III	Honors Spanish <i>ab initio</i> B
Honors German III	Honors Latin IV	Spanish for Heritage Speakers I
Honors German IV	AP Latin	Honors Spanish for Heritage Speakers II
AP German Language and Culture	IB Latin SL/HL	Medical Spanish
Modern Hebrew I	Mandarin Chinese I	
Modern Hebrew II		

## Course Descriptions

### FRENCH I

**1 UNIT**

Begins development of listening, speaking, reading and writing in the French language. Students are introduced to Francophone culture, customs and geography.

### FRENCH II

**1 UNIT**

**PREREQUISITE: FRENCH I OR FRENCH 1A AND 1B**

**OR DEMONSTRATED PROFICIENCY**

Continue to stress listening and speaking skills with increased emphasis on reading and writing. A major goal for students is to communicate their ideas in an oral/written format. The development of cultural understanding will continue with the addition of Francophone literature.

### HONORS FRENCH III

**1 UNIT**

**PREREQUISITE: FRENCH II**

**OR DEMONSTRATED PROFICIENCY**

Stresses increased integration of listening, speaking, reading and writing. The goal is exclusive use of French in the classroom. Some literary selections are introduced. The development of cultural understanding will continue with the addition of Francophone literature.

### HONORS FRENCH IV

**1 UNIT**

**PREREQUISITE: FRENCH III**

**OR DEMONSTRATED PROFICIENCY**

Continued emphasis on communicative skills with exposure to a wide variety of literatures. Cultural studies include Francophone history.

**HONORS FRENCH V****1 UNIT****PREREQUISITE: FRENCH IV****OR DEMONSTRATED PROFICIENCY**

Refines **communicative** skills with emphasis on linguistic accuracy, competency in language usage, reading major works of French literature and written language proficiency.

**AP FRENCH LANGUAGE AND CULTURE****1 UNIT****PREREQUISITE: FRENCH IV OR DEMONSTRATED PROFICIENCY AND TEACHER RECOMMENDATION**

This course continues the emphasis on advanced communicative skills and exposes the students to a variety of literature genres. Francophone culture is further explored to facilitate language acquisition.

**IB FRENCH LANGUAGE SL****1 UNIT****RECOMMENDED PREREQUISITE: FRENCH III**

Continued emphasis on reading and speaking skills with exposure to a wide variety of authentic materials including but not limited to, literature, articles from the francophone press, advertisements, audio and films. Addresses social issues relating to the cultures where the language is spoken. Credit is dependent upon student taking the IB French Language exam.

**IB FRENCH LANGUAGE HL****1 UNIT****RECOMMENDED PREREQUISITE: FRENCH IV OR IB FRENCH SL**

Continued emphasis on oral and written mastery of the target language with exposure to a wide variety of authentic materials including but not limited to, literature, articles from the francophone press, advertisements, audio and films. Addresses social issues relating to the cultures where the language is spoken. Credit is dependent upon student taking the IB French Language HL exam.

**FRENCH AB INITIO A****1 UNIT**

First level course offered to students entering the International Baccalaureate program who have transferred to the program late or have little or no experience in the language. It is also a course for IB students who have transferred from one IB school to another one where the foreign language they were studying at the previous school is not offered. If taught as a pre-IB course, this course carries standard credit. If taught as an IB course to meet IB Diploma requirements, this course carries IB credit.

**HONORS FRENCH AB INITIO B****1 UNIT****PREREQUISITE: IB FRENCH AB INITIO A**

Second level course offered to students entering the International Baccalaureate program who have transferred to the program late or with little or no experience in the language. The ultimate goal of the FRENCH ab initio student is to successfully pass the internal and external assessments of the IB FRENCH ab initio Exam.

If taught as a pre-IB course, this course carries honors credit. If taught as an IB course to meet IB Diploma requirements, this course carries IB credit.

**GERMAN I****1 UNIT**

Develops listening, speaking, reading and writing skills in German. Provides instruction in the structure of the language and in cultural content. Pronunciation, listening, and speaking skills are developed through imitation augmented by use of skit performance, music and videos. German customs are also studied. **Northwest**

**GERMAN II****1 UNIT****PREREQUISITE: GERMAN I****OR DEMONSTRATED PROFICIENCY**

Greater emphasis is given to reading and writing skills with the major goal being for students to communicate their ideas in an oral/written format. The development of cultural understanding will continue. **Northwest**

**HONORS GERMAN III****1 UNIT****PREREQUISITE: GERMAN II****OR DEMONSTRATED PROFICIENCY**

Intensive study of language skills. Reviews structure and emphasizes communicative competence, both written and oral, in a variety of cultural situation contexts. Emphasis is placed on reading literary selections. **Northwest**

**HONORS GERMAN IV****1 UNIT****PREREQUISITE: GERMAN III****OR DEMONSTRATED PROFICIENCY**

Improves all language skills, reviews special areas of difficulty in language structure and provides for reading literature free of adaptation. Communicative competence is stressed in all activities. Students study historical and contemporary topics, conduct discussions in German and write original compositions. Students may choose to take the AP exam. **Northwest**

## AP GERMAN LANGUAGE AND CULTURE

GRADE LEVEL: 10, 11, 12

1 UNIT

PREREQUISITE: GERMAN III  
OR DEMONSTRATED PROFICIENCY AND  
TEACHER RECOMMENDATION

AP German Language emphasizes the use of language for active communication and strives to develop strong command of vocabulary and structure; understanding of spoken German in various conversational situations; ability to read newspaper and magazine articles, contemporary fiction and non-technical writings without the use of a dictionary; and fluency and accuracy in expressing ideas orally and in writing. **Northwest**

## MODERN HEBREW I

1 UNIT

An introduction to Modern Hebrew, specifically structured for students with no previous Hebrew background. Students will learn how to read and write, using the Hebrew alphabet, before learning elementary Hebrew grammar and vocabulary. Emphasis will be placed on reading comprehension, writing and improving oral abilities. **Grimsley**

## MODERN HEBREW II

1 UNIT

PREREQUISITE: HEBREW I  
OR DEMONSTRATED PROFICIENCY

Working with a basic understanding of the language, Hebrew II focuses on more complex forms of grammar applied to the reading, writing and speaking of the language. Students will gain the skills to write independently. They will be encouraged to speak Hebrew in class, and to read short stories and articles. The ability to read and write Hebrew (equivalent to Hebrew I) is required to enroll in this class. **Grimsley**

## HONORS HEBREW III

1 UNIT

PREREQUISITE: HEBREW II OR DEMONSTRATED PROFICIENCY

Students are encouraged to participate in oral conversations in Hebrew during class. More complex grammar, vocabulary, reading and oral exercises are a part of the daily routine of this class. The students are immersed in Hebrew through movies in Hebrew, dialogues, newspapers and creative projects. **Grimsley**

## HONORS HEBREW IV

1 UNIT

PREREQUISITE: HEBREW III OR DEMONSTRATED PROFICIENCY

Working with a strong vocabulary and grammar comprehension, the students' Hebrew fluency will be stressed. The students will read, analyze and discuss Hebrew literary works, including poetry, newspaper articles, books and plays. Strong oral abilities, as well as strong composition and translation skills are required. **Grimsley**

## HONORS HEBREW V

1 UNIT

PREREQUISITE: HONORS HEBREW IV

Students who have completed Hebrew I-IV and have passed the culmination exam will be allowed to pursue an independent study during a period in which Hebrew is being given. The student will be expected to read texts and translate them independently; write compositions; analyze the works of modern Israel authors and hold conversations. This class will be geared to those students who are preparing to take the SAT test in Hebrew to fulfill their college language requirements. The student must have the approval of the instructor to be enrolled on this level. **Grimsley**

## HONORS HEBREW VI

1 UNIT

PREREQUISITE: HONORS HEBREW V

Students who have completed Hebrew I-V and have passed the culmination exam will be allowed to pursue an independent study during a period in which Hebrew is being given. The student will be expected to read texts and translate them independently; write compositions; analyze the works of modern Israel authors and hold conversations. This class will be geared to those students who are preparing to take the SAT test in Hebrew to fulfill their college language requirements. The student must have the approval of the instructor to be enrolled on this level. **Grimsley**

## IB HEBREW SL

1 UNIT

RECOMMENDED PREREQUISITE: HEBREW IV

Continued emphasis on reading, writing, listening and speaking skills with exposure to a wide variety of both traditional and contemporary literature. Stress placed on oral communication and advanced composition along with vocabulary enrichment. Credit is dependent upon student completing the requisite internal assessment and taking the IB Hebrew Language exam. **Grimsley**

## JAPANESE I

1 UNIT

Basic skills of the language with emphasis on listening and speaking will be the focus of this course. Reading and writing of material mastered audio-lingually will be emphasized in addition to the life and customs of the people. **High Point Central**

## JAPANESE II

1 UNIT

PREREQUISITE: JAPANESE I OR  
JAPANESE 1A AND IB  
OR DEMONSTRATED PROFICIENCY

A continuation of Japanese I where the development of Japanese language skills is further enhanced. A greater understanding of the aural, oral, and written aspects of the language, including advanced grammar, increased vocabulary, verb conjugation and idiomatic expressions are stressed. Continued reading and writing of both Japanese and Chinese characters. Cultural awareness is further developed. **High Point Central**



**HONORS JAPANESE III****1 UNIT****PREREQUISITE: JAPANESE II****OR DEMONSTRATED PROFICIENCY**

This course is a continuation of Japanese Level II and designed to enhance the participants' proficiency in the language and their knowledge of Japan and its culture. At the end of the course, students should be able to comprehend more Japanese characters and use them in their daily conversations. **High Point Central**

**AP JAPANESE LANGUAGE AND CULTURE****1 UNIT****PREREQUISITE: HONORS JAPANESE III****OR DEMONSTRATED PROFICIENCY****AND TEACHER RECOMMENDATION**

This course is designed to further the knowledge of students who have successfully completed Level III. Students will be immersed in the target language, advancing their skills in communication by reading and conversing about a variety of contemporary cultural topics. Writing skills will be expanded through the study of advanced grammatical forms culminating in self expression paragraphs and essays. Reading skills will improve with exposure to graded authentic literature genre. **High Point Central**

**LATIN I****1 UNIT**

A study of the fundamentals in grammar and acquiring knowledge of Roman culture and civilization.

**LATIN II****1 UNIT****PREREQUISITE: LATIN I OR LATIN 1A AND 1B****OR DEMONSTRATED PROFICIENCY**

Students increase skills with emphasis on translation and grammar skills, reading comprehension and increased cultural knowledge.

**HONORS LATIN III****1 UNIT****PREREQUISITE: LATIN II****OR DEMONSTRATED PROFICIENCY**

Students are exposed to a wide variety of literatures pertinent to the language and culture of Rome and its Empire. Increased emphasis is placed on syntax and grammatical structure.

**HONORS LATIN IV****1 UNIT****PREREQUISITE: LATIN III****OR DEMONSTRATED PROFICIENCY**

Students attain a high level of appreciation with emphasis on critical reading of Latin literary works.

**AP LATIN****1 UNIT****PREREQUISITE: LATIN III****OR DEMONSTRATED PROFICIENCY****AND TEACHER RECOMMENDATION**

Students attain a high level of appreciation and proficiency in the Latin language with emphasis on critical reading of Latin literary works. The course includes the study of the cultural, social and political context of the literature on the syllabus.

**IB LATIN SL****1 UNIT**

This course studies the writings of Ovid, Catullus, Horace and Virgil in preparation for the IB SL exam. A sound knowledge of Latin grammar is needed. Latin I, II and III are recommended prerequisites for the class. Credit is dependent upon student taking the IB Latin Language SL exam

**IB LATIN HL****1 UNIT**

This course studies the writings of Ovid, Catullus, Horace and Virgil in preparation for the IB HL exam. A sound knowledge of Latin grammar is needed. Latin I, II and III are recommended prerequisites for the class. Credit is dependent upon student taking the IB Latin Language HL exam

**MANDARIN CHINESE I****1 UNIT**

The main purpose for this level is to motivate and prepare students for more challenging Chinese learning. Students will be introduced to the skills of listening, speaking and writing in the Mandarin Chinese language. Students will study basic knowledge of the Mandarin Chinese language as well as the Chinese culture. Students will learn Chinese characters, Pinyin and tones, basic words and word roots in the form of numbers, colors and basic sentence patterns to communicate about daily life situations. **High Point Central**

**MANDARIN CHINESE II****1 UNIT****PREREQUISITE: MANDARIN CHINESE I OR****MANDARIN CHINESE 1A AND 1B****OR DEMONSTRATED PROFICIENCY**

A continuation of Mandarin Chinese Level I where the development of Mandarin Chinese language skills is further enhanced. A greater understanding of the oral and written aspects of the language, increased vocabulary and idiomatic expressions are stressed. Cultural awareness is further developed. **High Point Central**

**HONORS MANDARIN CHINESE III****1 UNIT****PREREQUISITE: MANDARIN CHINESE II****OR DEMONSTRATED PROFICIENCY**

This is a continuation of Mandarin Level II and designed to enhance the participants' proficiency in the language. At the end of the course, students should be able to comprehend more Chinese characters and use them in their daily conversations. **High Point Central**

## SPANISH I

**1 UNIT**

Begins development of listening, speaking, reading and writing in the Spanish language. Listening and speaking precede reading and writing. Students are introduced to Spanish culture, customs and geography.

## SPANISH II

**1 UNIT**

**PREREQUISITE : SPANISH I OR SPANISH 1A AND 1B  
OR DEMONSTRATED PROFICIENCY**

Greater emphasis is given to reading and writing skills with the major goal for students being to communicate their ideas in an oral/written way. The development of cultural understanding will continue.

## HONORS SPANISH III

**1 UNIT**

**PREREQUISITE: SPANISH II OR DEMONSTRATED PROFICIENCY**

Stresses increased integration of listening, speaking, reading and writing. The goal is exclusive use of Spanish in the classroom. Literary selections are used for reading material. The cultural focus includes important events in Spanish history.

## HONORS SPANISH IV

**1 UNIT**

**PREREQUISITE: SPANISH III OR SPANISH FOR NATIVE SPEAKERS II  
OR DEMONSTRATED PROFICIENCY**

Continued emphasis on reading and speaking skills with exposure to a wide variety of literatures. Stress placed on more formal study of literature, advanced grammar, high level vocabulary and composition.

## HONORS SPANISH V

**1 UNIT**

**PREREQUISITE: SPANISH IV OR DEMONSTRATED PROFICIENCY**

Refines communicative skills with emphasis on linguistic accuracy, competency in language usage, reading major works of Spanish literature and written language proficiency.

## AP SPANISH LANGUAGE AND CULTURE

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: SPANISH IV, SPANISH FOR NATIVE SPEAKERS II  
OR DEMONSTRATED PROFICIENCY AND TEACHER RECOMMENDATION**

This course continues the emphasis on advanced communicative skills and exposes the students to a variety of literature genres. Social issues, customs and traditions pertaining to the cultures where the language is spoken are further explored as an essential component of language proficiency.

## AP SPANISH LITERATURE AND CULTURE

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

**PREREQUISITE: SPANISH IV, SPANISH FOR NATIVE SPEAKERS  
II OR DEMONSTRATED PROFICIENCY  
AND TEACHER RECOMMENDATION**

This course follows the Advanced Placement program prescribed curriculum. It includes an in-depth analysis of literary works of selected Hispanic authors as well as the further refinement of communicative skills.

## IB SPANISH LANGUAGE SL

**1 UNIT**

**RECOMMENDED PREREQUISITE: SPANISH IV**

Continued emphasis on reading, writing, listening and speaking skills with exposure to a wide variety of both traditional and contemporary literature. Stress placed on oral communication and advanced composition along with vocabulary enrichment. Credit is dependent upon student completing the requisite internal assessment and taking the IB Spanish Language exam.

## IB SPANISH LANGUAGE HL

**1 UNIT**

**RECOMMENDED PREREQUISITE: SPANISH IV**

This course refines communicative skills with emphasis on linguistic accuracy, competency in language usage, analysis of major works of Spanish literature and skillful written production. Credit is dependent upon student completing the requisite internal assessment and taking the IB Spanish HL exam.

## SPANISH AB INITIO A

**1 UNIT**

First level course offered to students entering the International Baccalaureate program who have transferred to the program late or with little or no experience in the language. It is also a course for IB students who have transferred from one IB school to another one where the foreign language they were studying at the previous school is not offered. If taught as a pre-IB course, this course carries standard credit. If taught as an IB course to meet IB Diploma requirements, this course carries IB credit.

## HONORS SPANISH AB INITIO B

**1 UNIT**

**PREREQUISITE: SPANISH AB INITIO A**

Second level course offered to students entering the International Baccalaureate program who have transferred to the program late or with little or no experience in the language. The ultimate goal of the SPANISH ab Initio student is to successfully pass the internal and external assessments of the IB SPANISH ab initio Exam.

If taught as a pre-IB course, this course carries honors credit. If taught as an IB course to meet IB Diploma requirements, this course carries IB credit.

**SPANISH FOR HERITAGE SPEAKERS I****1 UNIT****PREREQUISITE: ABILITY TO SPEAK AND COMPREHEND CONVERSATIONAL SPANISH OR TEACHER RECOMMENDATION.**

This course is designed for native Spanish-speaking students. Emphasis is placed on reading and writing skills. Goals of the course are to enhance proficiency in speaking Spanish, enlarge cultural awareness and develop appreciation of Spanish literature (availability depending on school site).

**HONORS SPANISH FOR HERITAGE SPEAKERS II****1 UNIT****PREREQUISITE: SPANISH FOR HERITAGE SPEAKERS I, SPANISH II OR TEACHER RECOMMENDATION**

This course will offer a continuation of the goals of the previous course. Heritage Spanish-speaking students will increase their knowledge of formal reading and writing in Spanish and of their cultural heritage. This course carries honors credit (availability depending on school site).

**MEDICAL SPANISH****1 UNIT****RECOMMENDED PREREQUISITE: SPANISH II**

This class is oriented to those students who are following the Medical Careers path. Students will begin to acquire the necessary technical vocabulary to function proficiently when dealing with Spanish-speaking patients. The course begins the development of specific communicative skills in Spanish such as evaluating patients, explaining diagnoses and managing treatment decisions, putting emphasis on building up professional cultural sensitivity while approaching Spanish-speaking patients (availability depending on school site).

**World Language Proficiency**

Students who are not native English speakers may meet the world language college admission requirement:

I. if they take two credits in a second language at the high school level; OR

II. if they receive two world language credits through Credit by Demonstrated Mastery (CDM); OR

III. if they have had instruction in grammar and literature through the 9th grade in a language other than English (e.g., the student attends formal schooling through ninth grade in his/her native country where the native language is a language other than English before moving to this country and attending grades 10-12 in a U.S. high school.); This certification must be documented on an official transcript showing completion of a course credit; OR

IV. if they achieve a minimal acceptable score on the SAT Subject Test for the student's native language if that language is available on the SAT Subject Tests. SAT Subject Test Reading and Listening Tests are available in Chinese, French, German, Japanese, Korean, and Spanish. GCS requires that students take both tests. SAT Subject Test Reading-only Tests are available in Modern Hebrew and Italian. The minimal acceptable score on all tests is 450.

# Miscellaneous

*Previous performance in Miscellaneous courses and teacher recommendation should be considered in course selection.*

Miscellaneous  
Education in America: Teacher Cadets I    ACT Preparation  
Leadership Development                      Success 101  
SAT Preparation

## Course Descriptions

### **EDUCATION IN AMERICA: TEACHER CADET I**

**GRADE LEVEL: 11, 12**

**1 UNIT**

#### **APPROVAL BY APPLICATION**

A course that is designed to introduce students to the profession of education. Students focus upon the nature of the K-12 learner, including exceptional children; the process and methods of teaching; the nature of schools and schooling, and issues regarding the transformation of education. Students will be observing other classes and participating in internships. This course is the basis of the Teacher Cadet Program.

### **LEADERSHIP DEVELOPMENT**

**GRADE LEVEL: 11, 12**

**1 UNIT**

Trains students in various aspects of leadership skills, values clarification, group dynamics, project planning, coordination and interpersonal relationships. Students will examine the role of student government, present day leaders, and leadership.

### **SAT PREPARATION**

**GRADE LEVEL: 10, 11, 12**

**1 UNIT**

Teaches good test-taking skills and provides review of the verbal and math sections of the Scholastic Aptitude Test (SAT). Practice tests will be utilized.

### **ACT PREPARATION**

**GRADE LEVEL: 9, 10, 11, 12**

**1 UNIT**

Addresses helpful test-taking skills for success on the ACT college readiness examination. Provides instruction and review of math, reading and writing content and skills tested by this exam.

### **SUCCESS 101**

**GRADE LEVEL: 9**

**1 UNIT**

Aids in the transition from middle to high school by preparing for real life experiences. Students will begin to focus on academic and career goals.



## Planning for College?



If you are planning to continue your education after high school, following the graduation requirements for the Future Ready Core course of study will prepare you for community college or four-year college/university admission. To be the very best prepared high school graduate, keep these goals in mind:

**Courses** – Take the most challenging classes possible that will prepare you for educational and career opportunities after high school. Take sequential courses that will deepen your knowledge and understanding in that subject. Select courses in Career and Technical Education Clusters to explore and prepare you for the workplace. These classes will be excellent preparation for both university and community college. Remember that you may be able to earn college credit, save college costs, and possibly graduate college early by taking Advanced Placement, International Baccalaureate, or Career and Technical Education courses listed on the Community College Articulation Agreement list.

**Grades** – Aim for high grades throughout high school. If you find that you need additional help in a class, talk with your teacher or counselor.

**SAT or ACT scores** – Taking classes that challenge you and reading every day will help you score higher on the SAT or ACT. Talk with your school counselor about test preparation programs available at your high school and on [CFNC.org](http://CFNC.org). The SAT and the ACT are both college admissions tests but have different formats. Consider taking both to maximize your scores. All high school juniors will be administered the ACT in March by your high school at no cost.

**Class rank** – Your class rank will be determined by your grade point average in relation to others in your high school class. Remember that class rank begins with the first grades you receive as a freshman. Start strong to finish strong!

**Community activities** – Extra-curricular activities, hobbies, and community involvement through volunteerism and work will be considered during the college admission process. Most colleges prefer activities that show long-term interest and commitment rather than a flurry of things that you do in your junior or senior year. Become involved in clubs, sports, and the arts early in high school. College admissions officers also look for evidence of leadership and well-rounded interests.

**Recommendations** – You'll want college recommendations from adults in your life with whom you have strong, positive relationships.

**Essays and interviews** – Work on improving your writing and speaking abilities by reading material that you would not usually select. Take a variety of elective courses to widen your interests. Ask your English teachers and school counselor to provide mock interview sessions to strengthen your communication skills.

It is never too early to plan for the future! Use the calendar below from the National Association for College Admission Counseling to help you in your successful preparation for college over the next four years. Visit [www.nacac.com](http://www.nacac.com) for more information.

## **Freshman Year**

- Build strong academic, language, mathematics and critical thinking skills by taking challenging courses.
- Study hard and get excellent grades.
- Strengthen your vocabulary by increasing your reading.
- Become involved in co-curricular activities.
- Meet your high school counselor and discuss your plans for the next four years.
- Browse through college literature or surf the Web to get an idea of what kinds of schools may be of interest to you.
- Check out what high school courses colleges require.
- Know NCAA (National Collegiate Athletic Association) requirements if you want to play sports in college.
- Keep an academic portfolio and extracurricular record.
- Research career possibilities.
- Continue saving money for college.

## **Sophomore Year**

- All tenth graders will be administered the PreACT assessment in the fall by your high school at no cost.
- Keep a record of your extracurricular involvement, volunteer work and employment (all year).
- Make sure you are "on top" of your academic work. If necessary, meet with your teacher for additional help.
- Keep studying!
- Volunteer – this is a great way to identify your interests and to develop skills.
- It is never too early to start researching colleges and universities. Visit your counseling office to browse through literature and guidebooks. Use the Internet to check out college and university websites. Websites like [www.cfnc.org](http://www.cfnc.org), [www.ACT.org](http://www.ACT.org) and [www.collegeboard.com](http://www.collegeboard.com) allow you to review and compare both North Carolina and out-of-state institutions. Attend the GCS College Night in October to meet admissions representatives.
- Plan now for wise use of your summers. Consider taking a summer course or participating in a special program (e.g., prospective engineers, writing seminars, or music/theatre camps) at a college or community college. Work a summer job or volunteer in your community.
- During the summer, you may want to sign up for a PSAT/SAT/ACT prep course, use computer software or do the practice tests in books designed to familiarize you with standardized tests.
- Make your summer productive. Continue reading to increase your vocabulary.

## **Junior Year**

- Junior Year PSAT scores are used to qualify a student for the National Merit Scholarship Competition, the National Achievement Program, and the National Hispanic Scholars Program. While not used for college admissions, it is an excellent idea to take the Junior Year PSAT. This test also provides "real time" test experience.
- Junior year grades are extremely important in the college admission process because they are a measure of how well you do in advanced, upper-level courses. Grades also are used to determine scholarships. So put in the extra effort and keep those grades up!
- You will be administered an ACT test in the spring by your high school at no cost to you.
- Register for the spring administration of the SAT. Register early at [www.collegeboard.com](http://www.collegeboard.com) to ensure you have a seat. Check with your school counselor before registering if you may qualify for a fee waiver.
- Actively research colleges and universities, and plan campus visits both during your junior year and the summer after.
- Attend the GCS College Night to meet admissions representatives and to ask questions about the colleges and universities.
- Begin preparing for the actual application process. Draft application essays. Collect writing samples of your work. Assemble portfolios or audition tapes to share your artistic talents. Contact potential references to ask if they would be willing to write letters for you. If you are an athlete and hope to play in college, contact the NCAA at [www.ncaa.org](http://www.ncaa.org) to register after you finish your junior year. The NCAA Eligibility Center must be sent a copy of your completed junior transcript for eligibility review.

## Senior Year

- Make a comprehensive list of the colleges/universities you are considering. Prepare a timeline of application deadlines and test registration deadlines. Remember that colleges have early decision, early action, and/or regular admission deadlines. The early deadlines come as early as mid-October. Most applications are completed online. There are websites like [www.CFNC.org](http://www.CFNC.org) and [www.commonapp.org](http://www.commonapp.org) that provide applications for in-state and many out-of-state colleges and universities. Familiarize yourself with the registration steps and the information that is required for a completed application.
- Check on application and financial aid deadlines for the schools to which you plan to apply. They may vary and it is essential to meet all deadlines!
- Meet with your counselor to be sure your list includes colleges appropriate to your academic and personal record. Review your transcript and co-curricular records with your school counselor to ensure their accuracy.
- Register for the SAT and ACT early in the school year to assure a seat at the testing site you prefer. Be sure to register for the ACT Plus Writing. The UNC System requires the writing section of the ACT to be submitted.
- If the colleges require recommendations, ask the appropriate people to write on your behalf. At least three weeks before the due date, ask your counselor and teachers, employers or coaches to write letters of recommendation. Provide recommendation forms, any special instructions and a stamped, addressed business envelope to the people writing your recommendation. Be thoughtful! Write thank-you notes to those who write recommendations and keep them informed of your decisions.
- Attend the GCS College Night to get your questions answered by admissions representatives.
- Mail applications in time to reach the colleges by the deadlines. Check with your school counselor to make sure your transcript and test scores have been/will be sent to the colleges to which you are applying.
- Have official test scores sent by the testing agency to colleges on your list.
- Be sure your first quarter grades are good.
- If you need financial aid, talk to your counselor about the FAFSA (Free Application for Federal Student Aid) process. Check to see if the colleges to which you are applying require any other financial aid form. Register for the CSS Profile if required and obtain the college's own financial aid forms, if available.
- Keep working in your classes! Grades and courses continue to count throughout the senior year.
- Complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.
- Stay focused and keep studying—only a couple more months to go!
- Review your college acceptances and financial aid awards. Be sure to compare financial aid packages in your decision-making process. If you are positive you will not enroll at one or more of the colleges which accepted you, please notify those colleges that you have selected another college. Keeping colleges abreast of your plans might enable those colleges to admit someone else. If you know which college you will attend, send your tuition deposit and follow all other instructions for admitted students. You must decide which offer of admission to accept by May 1 (postmark date).
- By May 1, decide on the one college that you will attend. By May 1, send in your tuition deposit to the college you will attend. Notify the other colleges that accepted you that you have selected another college.
- If your first-choice college places you on their waiting list, do not lose all hope. Some students are admitted off the waiting list. Talk with your counselor and contact the college to let them know you are still very interested. Keep the college updated on your activities.
- Take Advanced Placement examinations, if appropriate and request that your AP scores be sent to the college you will attend.
- Request that your counselor send your final transcript to the college you will attend. Notify the college of any private scholarships or grants you will be receiving.
- Congratulations, you've made it through high school! Enjoy your graduation and look forward to college.

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# CAREER AND TECHNICAL EDUCATION CAREER CLUSTER WORKSHEET

Select four career elective courses appropriate for the career cluster of your choice. You must choose a minimum of four credits within the cluster. At least three of the credits must be Foundational. The fourth credit may be either Foundational or Enhancement. Remember to include a Level II course indicated by an asterisk (\*) to fulfill the requirements for the CTE Concentrator Course of Study. Refer to the Career and Technical Education section of the registration book to complete this worksheet.

Career Cluster	9th GRADE	10th GRADE	11th GRADE	12th GRADE

For more information on Career Clusters, please contact the Career Development Coordinator or Counselor at your school.



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# Guilford County Schools High Schools

School	Address	Phone Number
Andrews High	1920 McGuinn Drive, High Point, NC 27265	(336) 819-2800
Dudley High	1200 Lincoln St., Greensboro, NC 27401	(336) 370-8130
Eastern High	415 Peeden Dr., Gibsonville, NC 27249	(336) 449-6311
Greensboro College Middle College	815 West Market St., Greensboro, NC 27401	(336) 370-8300
Grimsley High	801 Westover Terrace, Greensboro, NC 27408	(336) 370-8180
High Point Central High	801 Ferndale Blvd., High Point, NC 27262	(336) 819-2825
Northeast High	6700 McLeansville Rd., McLeansville, NC 27301	(336) 375-2500
Northern High	7101 Spencer Dixon Rd., Greensboro, NC 27455	(336) 643-8449
Northwest High	5240 Northwest School Rd., Greensboro, NC 27409	(336) 605-3300
Page High	201 Alma Pinnix Dr., Greensboro, NC 27405	(336) 370-8200
Penn-Griffin School for the Arts	825 Washington Dr., High Point, NC 27262	(336) 819-2870
Ragsdale High	1000 Lucy Ragsdale Dr., Jamestown, NC 27282	(336) 454-7400
Smith High	2407 S. Holden Rd., Greensboro, NC 27407	(336) 294-7300
Southeast High	4530 Southeast School Rd., Greensboro, NC 27406	(336) 674-4300
Southern High	5700 Drake Rd., Greensboro, NC 27406	(336) 674-4250
Southwest High	4364 Barrow Rd., High Point, NC 27265	(336) 819-2970
The Kearns Academy at Central	700 Chestnut Dr., High Point, NC 27262	(336) 885-7905
The Academy at Smith	2225 S. Holden Rd., Greensboro, NC 27407	(336) 316-5866
The Early College at Guilford	5608 W. Friendly Ave., Greensboro, NC 27410	(336) 316-2860
The Middle College at Bennett	610 Gorrell St., Greensboro, NC 27406	(336) 517-1832
The Middle College at GTCC - Greensboro	3505 E. Wendover Ave., Greensboro, NC 27405	(336) 375-2466
The Middle College at GTCC - High Point	901 S. Main St., High Point, NC 27260	(336) 819-4111
The Middle College at GTCC - Jamestown	601 E. Main St., Jamestown, NC 27282	(336) 819-2957
The Middle College at N.C. A&T	1601 E. Market St., Greensboro, NC 27411	(336) 691-0941
The Middle College at UNCG	1408 Walker Ave., Greensboro, NC 27412	(336) 334-3662
The STEM Early College at N.C. A&T	402 Laurel St., Smith Hall, Room 004, Greensboro, NC 27411	(336) 370-8580
Weaver Academy	300 S. Spring St., Greensboro, NC 27401	(336) 370-8282
Western High	409 Friendway Rd., Greensboro, NC 27410	(336) 316-5800

#### 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 Director of Exceptional Children, 120 Franklin Boulevard, Greensboro, NC 27401; 336-370-8103. Tobacco-Free Facilities - All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.

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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.