



GUILFORD COUNTY SCHOOLS

High School Registration

2019/20



Dear GCS Students,

Welcome to the 2019–20 student registration catalog. This document contains information about the choices that Guilford County Schools offers its students to help them reach the next stage of academic progress. From required courses to highly specialized opportunities in career and technical education or the arts, each will move you closer to graduation and success beyond the classroom.

Please take time to review the courses outlined in this catalog. In many cases there are prerequisites you must complete before moving on to advanced coursework, so I encourage you to work with your counselors and parents to draft a plan that helps you reach your goals. Take advantage of Advanced Placement, International Baccalaureate, Career and Technical Education 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.

All the best,

Sharon L. Contreras

Sharon L. Contreras, PhD
Superintendent

www.gcsnc.com

Table of Contents

Letter from the Superintendent 2
 High School Graduation Requirements Chart..... 4

GENERAL INFORMATION

Introduction..... 5
 Steps for Completing the Registration Process..... 5
 Planning for High School Registration..... 6
 Future Ready Core 6
 Early Graduation 6
 Graduation Project..... 6
 Diploma Endorsements 7
 NC Scholars Program..... 7
 Preparing for College in NC 8
 Say Yes to Education 8

COURSE INFORMATION

Course Credits 9
 Repeating a Course for Which Credit was Earned..... 9
 Repeating a Previously Failed Course 9
 Credit by Demonstrated Mastery..... 9
 Course Loads 9
 Grading Scale..... 9–10
 Course Withdrawal Penalty 10
 Withdrawal from an EOC Course..... 10
 AP Course Credit 10
 Promotion Requirements 11
 Transfer Credit..... 11
 Transferring Between High Schools 11
 Community College Articulation Agreement 12–15
 Course Sequences 16

OTHER INFORMATION

Enrollment in Off-Campus Courses 20
 Virtual Learning 20
 Career and College Promise 20
 Honors/AP..... 20
 Advanced Placement Testing..... 20
 Recognition of Honor Graduates 21
 Communities in Schools..... 21
 Non-Credit Driver Education 21
 Home/Hospital Services 21
 Section 504..... 21
 CFNC.org..... 21
 Testing..... 22
 Student Attendance 23–24

EXTRACURRICULAR

Requirements for Athletic Participation..... 24–25
 Guilford County Schools Virtual Public School
 (GCSVPS) and Eligibility..... 25
 College Bound Student Athlete 25
 NCAA Eligibility Center 25

HIGH SCHOOL OPTIONS

High School Options Chart 26
 High School Options..... 27–37
 Twilight School..... 37
 Arts Education Concentrations..... 38–41

COURSE DESCRIPTIONS

Arts Education 43–50
 Career & Technical Education 51–102
 English/Language Arts 103–106
 English Language Development..... 107
 Exceptional Children..... 108–112
 Health & Physical Education 113–115
 Mathematics 116–120
 Media/Communications..... 121
 Military Science..... 122–124
 Science..... 125–129
 Social Studies 130–137
 Global Languages 138–143
 Miscellaneous 144
 Planning for College 145–147
 High School Course Planning Worksheet 149
 Careers Pathways Worksheet 151
 Index..... 153
 Guilford County Schools High Schools 154

State and Local Course Requirements for High School Graduation

Content Area	Future Ready Core	Occupational Course of Study	
	For Ninth Graders Entering in 2012–2013 and Later		
English	4 Credits <ul style="list-style-type: none"> English I English II English III English IV 	4 Credits <ul style="list-style-type: none"> English I English II* English III English IV 	
Mathematics	4 Credits <ul style="list-style-type: none"> 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.	Students must earn credit for: <ul style="list-style-type: none"> 9220B – Introduction to Math 1 9225B – Math 1 and earn a math credit from the following: <ul style="list-style-type: none"> 9222B – Financial Management BF05 – Personal Finance – If Personal Finance is counted as a third math credit, the course may not also be counted as CTE credit. A CTE Concentration – A CTE Concentration can be used to fulfill the third math credit requirement. 	
Science	3 Credits <ul style="list-style-type: none"> Earth/Environmental Science A Physical Science Biology 	2 Credits <ul style="list-style-type: none"> Applied Science Biology* 	
Social Studies	4 Credits <ul style="list-style-type: none"> World History American History: The Founding Principles, Civics, and Economics American History I: Founding Principles American History II 	2 Credits <ul style="list-style-type: none"> Ninth graders entering in 2017–18 American History: Founding Principles, Civics, and Economics, American History I, or American History II Ninth graders entering in 2014–15 American History I and American History II 	
Global Languages	Not required for graduation but 2 levels required for admission to the UNC System	Not required for Occupational Course of Study (OCS)	
Health and Physical Education	1 Credit <ul style="list-style-type: none"> Health/Physical Education I 	1 Credit <ul style="list-style-type: none"> Health/Physical Education I 	
CPR	Successful completion of CPR for students graduating 2015 and beyond	Successful completion of CPR for students graduating in 2015 and beyond	
Electives or Other Requirements	6 Credits 2 elective credits of any combination from either: <ul style="list-style-type: none"> Career and Technical Education (CTE) Arts Education Global Languages 	4 elective credits strongly recommended (four-course concentration) from one of the following: <ul style="list-style-type: none"> Career & Technical Education (CTE**) JROTC Arts Education (e.g. dance, music, theater arts, visual arts) Any other subject area (e.g., social studies, science, mathematics, English, Global Languages) 	6 Credits Occupational Preparation: <ul style="list-style-type: none"> Occupational Prep I Occupational Prep II Occupational Prep III Occupational Prep IV*** Completion of IEP objectives Career Portfolio required
Career/Technology		4 Credits <ul style="list-style-type: none"> Career/Technical Education electives 	
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, SCALE, Twilight, Newcomers, The Academy at Smith, and The Kearns Academy)	28 Credits (block schools), 22 Credits (traditional calendar)	

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

** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at https://nccareers.org/career-guide/print/Career_Clusters_Guide_2018.pdf.

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

GENERAL INFORMATION

Welcome to the spring registration process for the 2019–2020 school year

Guilford County Schools' (GCS') 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
- Understand the Career and Technical Education (CTE) Career Pathways available at each high school and how to get a competitive edge as a Concentrator in a Career Cluster
- Have an understanding of High School Options
- Understand the meaning and importance of various curriculum options, such as
 - a) Honors/Advanced Placement (AP),
 - b) International Baccalaureate (IB),
 - c) College Courses,
 - d) Credit by Demonstrated Mastery,
 - e) Virtual Learning,
 - f) Diploma Endorsements, and
 - g) Career and College Promise.

Important Tips:

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

REGISTRATION IS A COMMITMENT to take the courses you have selected. Remember, when you complete your registration online, you are requesting a specific course—NOT a specific teacher, time, or place. 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 prerequisites.
- Use the High School Plan developed by you and your counselor to select the courses you want to take.
- Talk with your school counselors, Career Development Coordinators, and teachers for help with determining the courses you need. School staff members will make recommendations to you by using several criteria such as your previous performance, test scores, and the AP Potential results based on your PSAT information.
- Meet with your counselor to make your course selections.
- Have your parent or guardian double-check your selections to make sure you have registered for the courses you need.

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

PLANNING FOR HIGH SCHOOL REGISTRATION

Future-Ready Core

You should select your high school classes based on North Carolina (NC) 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 to explore your interests. All students are 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, as 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. Students should be careful to choose courses that align with their plans after high school. They should also make alternate choices with careful consideration. After the registration period is complete, students will have limited opportunities to change their course selections. All requests for course changes are not guaranteed once the registration period has ended.

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 a significant impact on available post-high school education and employment options. It should not be a rushed decision but rather a well-planned and thoughtful one weighed carefully by students and parents over 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 his or her course of study through accelerated courses such as AP, higher-level Global Language classes, and classes in CTE.

Conferences with your school counselor will assure a comprehensive analysis of postsecondary options available to early graduates. Students who have completed all graduation requirements including specific course and testing requirements, an appropriate course of study, and total number of graduation credits required may request early graduation, either midyear in 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 GCS. 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, which is 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 NC 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 they 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 CTE concentration;
- College Endorsement indicating readiness for entry into community colleges
- College/University of North Carolina (UNC) Endorsement indicating readiness for entry into a four-year university in the UNC system
- NC Academic Scholars Endorsement indicating that students have completed a balanced and academically rigorous high school program preparing them for postsecondary education
- Global Languages Endorsement indicating proficiency in one or more languages in addition to English

These endorsements are earned by completing specific coursework, maintaining a minimum GPA, 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 <http://www.ncpublicschools.org/curriculum/scholars>.

Preparing for College in North Carolina

The UNC System Admissions Requirements

To enroll in any of the 17 universities listed to the right which make up the UNC, 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
- **Global Languages - 2 Units**
Recommended at least two course units in one global language
- **Electives**
Additional electives must be included to meet local graduation requirements

The 17 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 School of Science and Mathematics
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, such as high school grades, rank in class, scores on college entrance examinations, and recommendations.

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

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

Say Yes to Education



Say Yes to Education Guilford seeks to help students attending GCS get the support they need to graduate from high school and be ready for postsecondary 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 GCS graduates to offset the costs associated with completing a college or a postsecondary certificate. For more information, visit www.sayyesguilford.org.

COURSE INFORMATION

Course Credits

Specific courses required for high school graduation may be taken in middle school. Students enrolled in grades 6 through 8 who pass eligible courses (see State Board of Education (SBoE) policy CCRE-001) that are described in the North Carolina Standard Course of Study for grades 9 through 12 will receive high school credit. The student's high school 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, after receiving high school credit for a course, a student may not repeat the same course for credit. Exceptions to this rule apply to

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

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

Repeating a Previously Failed Course

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

Credit by Demonstrated Mastery

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. The pass/fail credit does not impact their GPA. 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 and search for Credit by Demonstrated Mastery.

The CDM option occurs three times each academic year (summer, fall, and spring) and is available to all middle and high school students seeking credit for high school courses taught in the district under SBoE policy CCRE-001, Section 8.

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 CTE courses and for those taking dual-enrollment courses in postsecondary schools.

Grading Scale

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

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

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

Grading Scale

Effective with the 2015-16 school year

GRADING SCALE

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

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

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

.....

Effective for students entering 9th grade before 2015 - 16

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

Course Withdrawal Penalty

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

Withdrawal From an EOC Course

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

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

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

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

AP Course Credit

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

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

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:

- Grades 9 to 10 – A minimum of 6 units cumulative must be earned.
- Grades 10 to 11 – A minimum of 13 units cumulative must be earned.
- Grades 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

- Grades 9 to 10 – A minimum of 5 units cumulative must be earned.
- Grades 10 to 11 – A minimum of 10 units cumulative must be earned.
- Grades 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 toward the student's 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 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 before beginning the transfer credit process.
2. The parent/guardian must provide clear and concise attendance records for the student. If the incoming student were homeschooled prior to turning 16, proof of the home school's approval by the North Carolina Division of Non-Public Education is required and must be timely submitted to the school.
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 (i) with topics and number of hours included. Please note that clear alignment to the appropriate North Carolina Standard Course of Study or Essential State Standards must be evident 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 two weeks of the submission. If the course is approved, the following apply:
 - Grades will be recorded as "Pass" (P) or "Fail" (F) and identified on the transcript as non-GCS grades.
 - The approved courses will not be included for 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 CTE courses that have similar 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 EOC post-assessment.
- Students must enroll at the community college within two years of their high school graduation date to receive college credit.

- Students must submit an official high school transcript to the community college to verify that the criteria to award credit for articulated coursework 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	COMMUNITY 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 Accounting Fundamentals I	
Business and Information Technology Education	BA20 Accounting II	ACC-115 College Accounting OR ACC-118 Accounting 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 & PowerPoint	CIS-111 Basic PC Literacy OR CIS-124 DTP Graphics Software OR OST-136 Word Processing	
Business and Information Technology Education	BM10 Microsoft Word & PowerPoint 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	COMMUNITY 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 Intro 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 Intro 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 Intro 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	COMMUNITY 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 IT117 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 Maintenance and Light Repair (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 Advanced 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	COMMUNITY 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 Electronics Tech)	
Trade and Industrial Education	IM34 Electronics IV	ELN-131 Analog Electronics 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 Machining 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	

COURSE SEQUENCES

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

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

CTE Pathway Course Sequence Sample

	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
English		English I or English I Honors	English II or English II Honors	English III or English III Honors	English IV or English IV Honors
Mathematics	NC Math 1	NC Math 2 Honors	NC Math 3 Honors	4th Math: Pre-Calculus, Discrete Math, AFM, or approved CTE course for 4th math credit	AP Computer Science Principles, approved CTE courses, or 4th math from UNC list
Science		Earth/Environmental Science or Earth/Environmental Science Honors	Biology or Biology Honors	Physical Science, Physical Science Honors, Chemistry, or Chemistry Honors	AP Chemistry, AP Biology, AP Physics, or AP Environmental Science
Social Studies		World History or World History Honors	Civics and Economics or Civics and Economics Honors	American History I or American History I Honors	American History II or American History II Honors
Global Languages		Global Language Level 1 (recommended)	Same Global Language Level 2 (recommended)	Same Global Language Level 3 (recommended)	
Health and Physical Education	CPR	Health and Physical Education I CPR (if not completed in eighth grade)			
Career/Technology	Business; Computer Science; Family & Consumer Science; or Technology, Engineering & Design	CTE Pathway Course 1 and CTE Pathway Course 2	CTE Pathway Course 3 and CTE Pathway Course 4	CTE Pathway Course 5 and CTE Pathway Course 6 or CCP Course	CTE Pathway Course 7 or CCP Course and Internship/Apprenticeship
Arts Education	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art	(Recommended) Recording Engineering Beginning	(Recommended) Recording Engineering Intermediate	(Recommended) Recording Engineering Proficient	(Recommended) Recording Engineering Advanced

Associate Degree During High School Course Sequence Sample

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

Associate Degree During High School Course Sequence Sample

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

4-Year Ivy League School Course Sequence Sample

	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
English		English I Honors	English II Honors	AP English Language and Composition	AP English Literature and Composition
Mathematics	NC Math 1 NC Math 2	NC Math 3 Honors	AP Statistics	Pre-Calculus	AP Calculus AB/BC
Science		Earth/Environmental Science Honors	Biology Honors	Chemistry Honors	AP Chemistry, AP Biology, AP Physics, AP Environmental Science, IB Biology, or IB Chemistry
Social Studies		AP World History	Civics and Economics, AP Psychology, or AP Human Geography	AP US History, AP Government	AP Comparative Government
Global Languages	Global Language Level 1	Same Global Language Level 2	Same Global Language Level 3 Honors	Same Global Language Level 4 Honors	Same Global Language AP Level (recommended)
Health and Physical Education	CPR	Health and Physical Education I CPR (if not completed in eighth grade)			
Career/ Technology	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence
Arts Education	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art (Beginning or Intermediate)	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art (Intermediate or Proficient)	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art (Proficient or Advanced)	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art (Proficient or Advanced)

UNC System Institution Course Sequence Sample

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

UNC System Institution Course Sequence Sample

	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
Arts Education	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art (Beginning or Intermediate)	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art (Intermediate or Proficient)	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art (Proficient or Advanced)	(Recommended) Band, Orchestra, Chorus, Theater Arts, Dance, or Visual Art (Proficient or Advanced)

Community College or Technical School Course Sequence Sample

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

Career Course Sequence Sample

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

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 the GCS course offerings in the areas of mathematics, science and/or Global Languages (courses above Level IV) may request principal permission to attend classes on college campuses. Written approval from the 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) and North Carolina Virtual Public School (NCVPS) 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 students' schools as part of their academic records. 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 --> Departments --> Blended Learning --> Virtual Learning.

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

Career and College Promise

The Career and College Promise program is designed to provide seamless dual enrollment educational opportunities for eligible NC high school juniors and seniors to accelerate the 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
- CTE 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 16 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 the Honors program and AP course options. The Honors curriculum and AP curriculum (as established by the College Board) are more demanding and rigorous than those of regular classes are. The AP program offers able and ambitious students an opportunity to experience college-level coursework and 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 a course, even if it 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 GCS. Students meeting the prerequisites have open access to AP courses.

AP Testing

The College Board will coordinate the national administration of the AP exams during the month of 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 - US 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. Research and Seminar are available in AP Capstone schools.

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 (CIS) is a comprehensive public/private partnership which offers school-aged children support and encouragement to attend school daily, make successful grades, and develop positive attitudes. The CIS partnership among 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 by the starting date of the Driver Education Class.

Summer driver education will be available for students who will be 14 1/2 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.

Under Dropout Prevention/Drivers License legislation passed in 1998, students under 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

Students may be eligible for Home/Hospital services if they are medically or physically unable to attend school for 20 consecutive dates or more, as documented by a physician. Typically, services are provided on a temporary basis with the goal of the student's 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 children with a disability have equal access to an education. They may receive accommodations as well as related aids and services. A student may be found disabled under Section 504 if he/she

- has a physical or mental impairment which substantially limits one or more major life activity (e.g., learning, behavior, seeing, and walking),
- 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/> and search for 504 Frequently Asked Questions.

For more information, contact the Section 504 Coordinator at the school. If you need further assistance, please contact the district Supervisor of 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 Blvd., Greensboro, NC 27401; 336-370-8154.

Inquiries or complaints regarding Section 504 should be directed to the Assistant Superintendent, Exceptional Children, 134 Franklin Blvd, Greensboro, 27401 336-370-2323;

CFNC.org

College Foundation of North Carolina (CFNC) is a comprehensive, free information service provided by NC 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 options. Resources and information on careers, more than 100 NC colleges, college admission, scholarships, grants, and other financial assistance are available online at CFNC.org or by calling toll-free 866-866-CFNC. High school students and their parents are encouraged to take advantage of this service, and GCS counselors are trained to assist them. CFNC is made available by College Foundation, Inc., the North Carolina State Education Assistance Authority, and Pathways, a partnership that includes the State Department of Public Instruction, the North Carolina Community College System, the North Carolina Independent Colleges and Universities, and the UNC System.

TESTING

End-of-Course Testing Program

Students enrolled in Math I, Math 3, Biology, and English II are required to take the NC 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 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 20 percent 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 it is an Honors or AP course. Students enrolled for credit must participate in the appropriate EOC regardless of course delivery (e.g., traditional classroom, or NCVPS). 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

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), 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 at no cost.

The PSAT is used to help students practice for the SAT and qualify for scholarships and recognition from such programs as National Merit Scholarships, National Achievement Scholarships for Outstanding African American Students, the National Hispanic Scholar Recognition Program, The 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. It 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 with selecting students.

The SAT is administered at selected sites nationally. Students must pay and register online or by mail several weeks before the test date. Registration information is available in the school counselors' office at each high school and at 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; and the Writing Test, measuring skill at planning and writing a short essay. Students in grade 10 take the PreACT, which is designed to help students prepare not only for high school coursework but also 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. Students must pay and register by mail several weeks before the test date. Registration information is available in the school counselors' office at each high school. In the United States, 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.

CTE Post-Assessments

CTE post-assessments are EOC 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 whether 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 in preparing for postsecondary education, training, or a career. For more information on WorkKeys, see www.act.org/workkeys.

Student Attendance K-12

A. Lawful Absences

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

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

B. Unlawful Absences

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

C. Homebound Placements

Homebound placements are based on medical recommendations, and students are credited as in attendance when preapproved by the appropriate official in the GCS.

D. Makeup 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 parents/guardians 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 three 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 ahead of time. Such absences should receive prior approval by school officials. Prior approval is required for any student departing from campus once he/she has arrived 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 percent 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 the 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 16. North Carolina General Statute 115C-378 requires attendance until age 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

GCS 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 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 makeup work lies with the student. Students who have excessive excused absences from a class during the following periods will be recorded as incomplete status (INC) until makeup time has been met:

- Four absences during a marking period from a 180-day class.
- Four absences during a marking period from a 90-day block class.
- Four 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.]

Excessive Unlawful Absences

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

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

Parents will be notified by the school of the INC. The 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, to eliminate 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 makeup time
- Traditional – 1 absence = 30 minutes makeup time

When an absence qualifies for makeup time, it should be made up three days following that absence. If the absence occurs at the end of a grading period, the absence must be made up within 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 makeup time to earn credit will receive his/her earned grade. If a student does not complete the make-up time, his/her INC will convert to an F (59) as his/her final grade for that marking period.

In addition to the makeup 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 INC or extend makeup time. This request must be made in writing to the principal within 10 school days of notification of INC. Additionally, a request for permission to amend the 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 the 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 16 will receive notification under North Carolina General Statute 115C-378. According to North Carolina General Statute 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 16. North Carolina General Statute 115C-378 requires attendance until age 16.

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 they are 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 (OSSs) are counted as lawful absences. Therefore, absences incurred from OSSs do NOT have makeup 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. Students are responsible for knowing 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

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 to be eligible for the second semester.

Attendance: To be eligible for athletic participation, students must also have been in daily attendance for at least 85 percent of the previous semester. Daily absences cannot be made up under any circumstances, even if a student attends Saturday classes, extra help sessions, summer school, and/or any other means to make up academic work. (In determining attendance, ALL absences count toward the total.)

In addition to the above listed academic and attendance requirements, there are several other requirements established by the NCHSAA that govern athletic eligibility in NC. Among those are:

Age: A student may not participate in any sport if his or her 19th birth date comes on or before August 31 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 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 before 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 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 which 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 before participation in a contest. Along with the Athletic Participation Form, parents must submit two documents as proof of residence.

Online Courses and Eligibility

Online courses and High School Eligibility Standards:

Online courses through Apex and NCVPS can be used in determining whether the student meets high school eligibility standards. Virtual course credit can be used toward: 1) the number of courses passed requirement and 2) calculating GPA. If you have any questions, please contact the GCS Blended Learning department at 336-334-0090.

GCSVPS and NCAA Eligibility: GCSVPS courses DO NOT count toward National Collegiate Athletic Association (NCAA) eligibility. Online courses taken through NCVPS and ALVS 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 and download the current version of the Guide for the College-Bound Student-Athlete.

Online courses and NCAA Eligibility: Online courses taken through Apex Learning Virtual School are NCAA approved. Many courses through NC Virtual Public School are approved. Students should check with their counselors for a full, available list of NCAA-eligible courses for both programs.

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: In Division I and II, the student must achieve the minimum required SAT score or ACT before his/her first full-time college enrollment 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. Click on "Academics and Athletes" and then "Eligibility and Recruiting," or visit the NCAA Eligibility Center Web site at www.eligibilitycenter.org.

High School Options

HIGH SCHOOLS	THEME	GRADES
Andrews Early College	Aviation and Engineering/Postsecondary 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/Postsecondary Study	9–12
The STEM Early College at NC A&T State U.	High School/Postsecondary Study	9–12
Greensboro College Middle College	High School/Postsecondary Study	11–12
Grimsley	IB 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/Postsecondary Study	9–12
The Middle College at NC A&T State U.	High School/Postsecondary Study	9–12
The Middle College at GTCC–Greensboro	High School/Postsecondary Study	9–12
The Middle College at GTCC–High Point	High School/Postsecondary Study	9–12
The Middle College at GTCC–Jamestown	High School/Postsecondary Study	9–12
The Middle College at UNCG	Health & Life Sciences/ STEM High School/Postsecondary 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, who are interested in the sciences, who want to begin their college studies early, and 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. Programs and themes are subject to change. For more information, speak with your school counselor or visit www.gcsnc.com and 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 (FAA) 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 NC State. After two years post high school, students can earn a bachelor’s degree!

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 their 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 including related health science courses. The high school senior year will consist of a full-time course of study in which students will attend GTCC 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 including nursing, biotechnology, respiratory therapy, physical therapy, pharmacy, and medicine, to name a few. Early College Academy students may also be afforded the opportunity to earn certifications (Certified Nursing Assistant (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 NC to partner with College Board in their launch of AP Capstone Programming. The Program is designed to provide students with opportunities 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 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 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 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 their 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 years, students will select in-depth, discipline-specific AP courses aligned with their 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 NC. Students will be expected to complete the requirements of GCS 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 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 GTCC for students in the Education and Health Science Academies. During this year, students are encouraged and supported to apply for scholarships to assist with continuing their undergraduate education (e.g., money 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 areas of study. Students begin work on an NC approved rigorous course of study in the ninth grade, preparing them for dual enrollment in college courses during their senior year. Students in ninth, tenth and eleventh grades take Honors and AP courses taught by select teachers from GCS in a block schedule and/or A/B Day schedule. The challenging curriculum prepares students for a smooth transition to NC A&T State University or GTCC.

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 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, connections that foster success throughout their postsecondary 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 nine and ten and are enrolled as full-time college students at Guilford College in grades eleven and twelve.

Highly qualified teachers from GCS teach ninth and tenth grade courses at the Honors and AP 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 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 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 9–12

The STEM Early College at NC 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 (STEM). 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 four academic strands: Biotechnology and Biomedical Sciences, Engineering/Computer Science, Renewable Energy, and Information Technology.

Students begin work on an NC 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 AP 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 NC 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 a culminating interview. Successful candidates typically are academically competitive with a strong interest in STEM careers. Additionally, students must be formally accepted into NC 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 NC 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 with 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.

Course offerings are based on interest, participation, and the school's ability to schedule and support them. Please check with the IB coordinator at a particular school to see whether 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 NC 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 colleges and universities, city attractions, the North Carolina Zoo, parks, and museums.

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

The Kearns Academy at Central

Location: 1710 McGuinn Drive, High Point, NC

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 and, the concepts of personal, family, and community health and disease control through classroom instruction, case studies, hands-on activities, interactive computer modules, and internships. Under the supervision of teachers, students complete internships in which they work with actual patients in a medical facility. They must also master more than 60 individual patient-care skills with 100 percent accuracy and successfully pass a written exam to qualify as a CNA I. 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 makes students more marketable to employers. Honors and 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 their 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” because they are not 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 in 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 (GCMC) 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. They may also 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., 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. It favors a smaller class size in a nurturing, family-like environment where students can form close, personal relationships with adults. Students who were disengaged before attending GCMC find that the relationships they build with the faculty, small class sizes, power of the college campus, and 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 during the second semester 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 NC—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 9 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 can also participate in school clubs. They 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: Hodgin Hall

In a collaborative agreement with NC 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 sizes 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 NC 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: GTCC, Greensboro Campus

The Middle College at GTCC–Greensboro provides the opportunity to complete high school and earn up to an associate 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 them 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 of 12:1 • Honors-level high school classes as part of an NC Future Ready Core • School year is aligned with the college schedule starting in early August • Five-year option to complete an associate degree at GTCC • Student Council and National Honor Society • Student clubs • More than 80 percent of students are enrolled in college classes • Awards and Recognitions: Graduation Rate 100 percent, multiple years; nationally recognized for excellence by *US News and World Report* for 2015; nationally recognized as a Top High School in America by *Newsweek* for 2014 & 2016

The Middle College at GTCC–High Point

Location: GTCC, High Point Campus

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

The aim of the middle college model is to graduate students with a high school diploma as well as two years of transferable college credit or an associate degree, all at no cost to their families. The target population for the middle college includes first generation college-goers, disengaged students, historically underserved populations, and students who would benefit from an accelerated curriculum.

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, nontraditional public school that offers a specialized high school experience. Our school offers real-world learning opportunities in and out of the classroom. Our students can 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 and ending in late May. All high school core classes are taught at the Honors level, and our personal investment in each student focuses on stretching their potential for academic and career success.

The Middle College at GTCC–Jamestown

Location: GTCC, Jamestown Campus

The Middle College at GTCC–Jamestown opened in 2001 along with Greensboro College Middle College, becoming NC’s first middle college high schools. Students in grades 9 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 NC 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 an emphasis on first-generation college students, underrepresented populations, and students who are at risk that would benefit from a small, nontraditional environment,
- to ensure that students graduate with both a high school diploma and at least some college credit, up to and including an associate degree (or college credential) or two years of college credit within four or five years, and
- 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/or 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 for classes between 11:00 a.m. and 5:00. p.m. The mission of the Middle College at GTCC–Jamestown is to provide rigorous, relevant, and engaging instruction to develop positive relationships with students, prepare them to cope with life’s challenges, and ensure that each and every one of our diverse students graduates in four or five years with an associate degree or some college credit and is prepared to be a resilient, productive global citizen.

The Middle College at UNC–Greensboro (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: UNCG

The Middle College at UNCG was established in 2011 to provide a unique educational experience for students who are seeking and/or need a different educational experience from 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 primarily interested in the health and life sciences will be selected to share this unique educational opportunity. The average teacher -to- student ratio is 1 to 17.

In addition to offering Honors level and AP classes, the Middle College 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 can 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 the health and medical fields and/or general college readiness. Leadership skills, service-learning, and character development are also emphasized throughout the program. Students are required to earn 250 service learning hours beginning their freshman 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 freshman year, students explore different aspects of 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.

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, and Genetic Counseling.

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 our students to maintain a minimum GPA 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, Theater, and Visual Arts. Unique to Penn-Griffin is the opportunity for students to journey through the arts in one school from sixth through twelfth grade. School acceptance is based on a comprehensive application process including academics, an 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 a passion and love for the arts.

High school students who are interested in applying to Penn-Griffin School for the Arts will complete and submit an online application by the deadline. Students who continue in the application process will be contacted 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 their 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 CNA. 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 NC 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 extracurricular clubs and activities. Additionally, all Academy students are given the opportunity to take Honors and AP 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 GTCC, which may be transferred to other colleges and universities, or they 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 9 through 12. Classes are small, with no more than 20 students. Students are offered opportunities to take Honors and AP courses. Students have opportunities to earn national certifications such as CNA I in their career pathway, where they complete required job shadowing, apprenticeships, and/or clinicals.

Weaver Academy for Advanced Technology and Performing and Visual Arts

Weaver Academy for Advanced Technology and Performing and Visual Arts, located 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 over 330 performing and visual arts students in grades 9 through 12. More than 500 10th-, 11th-, and 12th-grade students are enrolled in the part-time Academy for Advanced Technology.

Weaver Academy for Advanced Technology

Weaver Academy for Advanced Technology Weaver offers unique CTE courses that expand the opportunities available to high school students. Courses are available in IT 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 Engineering 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 9 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. Prospective students may apply in the following principle areas: Dance, Drama, Guitar, Piano, Recording Engineering, Strings, Visual Arts, and Vocal Music. Our mission is to challenge the most talented, artistic students to perform, critique, and respond to 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.

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 their 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 their 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

Four units needed to complete concentrations.

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

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

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.

Theater ARTS CONCENTRATION (MODULE ONE)

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

Theater ARTS CONCENTRATION (MODULE TWO)

Level	Course	Prerequisites
1	Theater Arts Beginning	None
2	Theater Arts Intermediate	Theater Arts Beginning and/or Proficiency Assessment
3	Honors Theater Studies I with Lab	Theater 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

Theater ARTS CONCENTRATION (MODULE TWO)

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

Students who have passed completed continuous 6–8 Theater arts courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school Theater 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

Four units needed to complete concentrations.

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 SELECT		
	Course	Pre/Corequisites
	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, II /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/Corequisites
	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

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.

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

Notes

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 necessary for success. Students 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.

NC has implemented state standards for Honors credit in the **four** Arts Education areas: are **dance, Theater 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 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

Theater Arts

Theater Arts Beginning
Theater Arts Intermediate
Honors Theater Arts Proficient
Honors Theater Arts Advanced
Honors Theater Studies I Proficient
Theater Studies Lab I
Honors Theater Studies II Advanced
Theater Studies Lab II
Honors Technical Theater I Proficient
Honors Technical Theater II Advanced
IB Theater Arts SL
Media Performance Beginning

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

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

Visual Arts

Visual Art Beginning
Visual Art Intermediate
Honors Visual Art Proficient
Honors Visual Art Advanced
Honors Advanced 3-D 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

Course Descriptions

DANCE BEGINNING

Grade Level: 9, 10, 11, 12

1 Unit

Students will develop an 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

This course offers advanced study of dance techniques and vocabulary. Dancers will 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

This course is 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

This course is 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. They 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

Students will develop 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

This course offers advanced study of ballet technique, vocabulary, and some pointe work as well as the continued study of dance history, choreography and performance. Dancers will 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

Students will develop 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.**

THEATER ARTS BEGINNING

Grade Level: 9, 10, 11, 12

1 Unit

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

THEATER ARTS INTERMEDIATE

Grade Level: 10, 11, 12

1 Unit

Prerequisite: Theater Arts Beginning and/or Proficiency Assessment

This course emphasizes the rehearsal, production, and performance of various types of Theater. Specific instruction on stage makeup, lighting, stage crafts, and costuming will be given. Participation in all scheduled rehearsals and performances is required.

HONORS THEATER ARTS PROFICIENT

Grade Level: 9, 10, 11, 12

1 Unit

Prerequisite: Theater Arts Intermediate and/or Proficiency Assessment

This course offers the student advanced studies in Theater performance and production with an emphasis on directing skills. Participation in all scheduled rehearsals and performances is required.

HONORS THEATER ARTS ADVANCED

Grade Level: 10, 11, 12

1 Unit

Prerequisite: Theater Arts Proficient and/or Proficiency Assessment

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

HONORS THEATER STUDIES I PROFICIENT

Grade Level: 10, 11, 12

1 Unit

Prerequisite: Intermediate Level Theater Arts Course and/or Proficiency Assessment

This third level of study is oriented toward the advanced ensemble production of full-length plays in a repertory setting. It is designed for highly motivated students.

THEATER STUDIES LAB I

Grade Level: 10, 11, 12

1 Unit

Prerequisite: Teacher Approval

HONORS THEATER STUDIES II ADVANCED**Grade Level: 11, 12****1 Unit**

Prerequisite: Proficient Level Theater Arts Course and/or Proficiency Assessment

This course is oriented toward continuing advanced production development in concentrated areas.

THEATER STUDIES LAB II**Grade Level: 11, 12****1 Unit**

Prerequisite: Honors Theater Studies I Proficient and Teacher Approval

HONORS TECHNICAL THEATER I PROFICIENT**Grade Level: 9, 10, 11, 12****1 Unit**

Prerequisite: Intermediate Level Theater Arts Course and/or Proficiency Assessment

This course is an introduction to theatrical building theories and technique. It requires use of hand and power tools. Students will learn the proper way to design theatrical sets, lights, makeup, sound, and costumes. Students will also learn the technical side of Theater in set construction, scenic painting, electrical maintenance and wiring, and costume construction.

HONORS TECHNICAL THEATER II ADVANCED**Grade Level: 10, 11, 12****1 Unit**

Prerequisite: Honors Technical Theater I Proficient and Teacher Approval

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

IB THEATER ARTS SL**Grade Level: 11, 12****1 Unit**

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

MEDIA PERFORMANCE BEGINNING**Grade Level: 9, 10, 11, 12****1 Unit**

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

BAND BEGINNING**Grade Level: 9, 10, 11, 12****1 Unit**

This course provides for the 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

This course gives students the opportunity to further develop their musical skills on wind or 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 will study different musical styles through the band repertoire. The course emphasizes musical performance, poise, and the self-discipline needed for excellent musical training. The group will be 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

This course is designed for highly motivated musicians with previous instrumental music experience. Students will engage in a highly accelerated study of the band repertoire. They will follow the advanced instrumental standards as outlined in the band portion of the NC Arts Honors Standards. Students will understand and exhibit advanced proficiency 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

This course gives students an opportunity to extend their 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

This 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 will extend their 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

This 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 will extend their 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

This 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 will extend their 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

This course is open to any student who enjoys singing for pleasure. It 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

This course is open to any female student who has previous singing experience either at the middle school or high school level. An audition is required. The course emphasizes 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 required. 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

This choir consists of a larger, mixed group which performs intermediate to advanced choral literature. It emphasizes 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. 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*

This course 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 study classical choral literature as well as varied music styles. 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*

This course consists of a select, mixed group which performs advanced choral literature. Advanced musicianship is required. 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 at the state and local levels. Participation in regularly scheduled rehearsals (including after-school rehearsals), community events, festivals, and evening concerts is required. Formal dress may be required.

ORCHESTRA BEGINNING**Grade Level: 9, 10, 11, 12****1 Unit**

This course provides the technical skills to play an orchestra instrument through individual, small, and large group instruction. It emphasizes 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*

This course provides advanced technical skills to play an orchestra instrument through individual, small, and large group instruction. It emphasizes 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*

This course furthers advanced technical skills to play an orchestra instrument through individual, small, and large group instruction. It emphasizes 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. They 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*

This course is designed for highly motivated musicians with previous instrumental music experience. Study will engage in a highly accelerated study of the orchestral repertoire. They 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**

This course offers classical guitar instruction. Students will learn basic guitar techniques, music reading skills, and fundamental music theory. Students will study the literature of the classical guitar from the Renaissance to the 20th century through audio and videotapes.

GUITAR INTERMEDIATE**Grade Level: 9, 10, 11, 12****1 Unit***Prerequisite: Guitar Beginning and/or Proficiency Assessment*

This course continues the study of classical guitar technique. Students will learn college etudes and repertoire from several style periods. The course emphasizes on individual musical growth and the development of performance skills. There are 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

This course continues the study of classical guitar technique. Students will learn more advanced college etudes and repertoire from several style periods. The course emphasizes individual proficient musical growth and the development of performance skills. There are 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

This course continues the study of classical guitar technique. Students will learn very advanced college etudes and repertoire from several style periods. The course emphasizes individual advanced musical growth and development of performance skills. There are opportunities for advanced playing and solo performances.

HONORS MUSIC THEORY (ADVANCED)

Grade Level: 10, 11, 12

1 unit

Prerequisite: Assessment and Teacher Approval

This course presents basic elements of melody, harmony, and its structure. Students will begin rhythmic and melodic dictation as well as elementary sight singing. They 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.

AP MUSIC THEORY

Grade Level: 11, 12

1 Unit

Prerequisite: Musical knowledge/experience assessment

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

IB MUSIC

Grade Level: 11, 12

1 Unit

This course is a 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. The course offers a survey of diverse musical cultures on a global scale as well as traditional Western music history. It 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

This course is a basic introduction to the principles, materials, and history of art. It 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

This course presents a variety of art media, emphasizing the extensive study of media and technical problems. Form drawing, composition, one- and two-point perspective as a basis for painting, sculpture, crafts, and the 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

This course is 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

This course is 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 3-D SPECIALIZATION**Grade Level: 10, 11****1 Unit***Prerequisite: Teacher Approval*

This course will introduce students to the fundamental sculptural processes. It will emphasize 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 on 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 3-D Art.

AP STUDIO ART: 2-D DESIGN**Grade Level: 11, 12****1 Unit***Prerequisites: Art Beginning, Art Intermediate and Art Proficient*
Corequisite: Art/2-D 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 show 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/2-D LAB*Corequisite: AP Studio Art: 2-D Design***1 Unit****AP STUDIO ART: 3-D DESIGN****Grade Level: 11, 12****1 Unit***Prerequisites: Art Beginning, Art Intermediate and Art Proficient*
Corequisite: Art/3-D Lab

This course is 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 returned to the student. This course is for students who are particularly interested in the study of 3-D designs including: sculpture, ceramics, architectural, and creative designs and assemblages using various media. Students are encouraged to concentrate in an area of individual interest. The course will emphasize the elements of art and principles of design.

ART/3-D LAB*Corequisite: AP Art 3-D Design Portfolio***1 Unit****AP STUDIO ART: DRAWING****Grade Level: 11, 12****1 Unit***Prerequisites: Portfolio Assessment and Art Proficient*
Corequisite: Art/Drawing Lab

This course is 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*Corequisite: AP Art: Drawing Portfolio***1 Unit****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 analyze what they see.

IB ART/DESIGN HL**Grade Level: 12****1 Unit***Prerequisite: IB Art/Design SL**Recommended Corequisite: Studio Art Lab*

This course is 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*

This course is designed for highly motivated students who are seriously interested in the study of art. Its foundation 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

This is 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 the 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

This course 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

This course is a continuation of Computer Graphics Intermediate.

HONORS COMPUTER GRAPHICS ADVANCED

Grade Level: 9, 10, 11, 12

1 Unit

Prerequisite: Computer Proficient and/or Proficiency Assessment

This course is a continuation of Computer Graphics Proficient.

PHOTOGRAPHIC DESIGN BEGINNING

Grade Level: 9, 10, 11, 12

1 Unit

This course expands students' skills as a photographer and emphasizes composition, broadens their understanding of the need and use of photography, presents display and exhibit methods, and utilizes an aesthetic approach to photographic techniques.

PHOTOGRAPHIC DESIGN INTERMEDIATE

Grade Level: 9, 10, 11, 12

1 Unit

Prerequisite: Photographic Design Beginning and/or Proficiency Assessment

This course provides experience in indoor photography and the use of design elements and photographic principles in composition and expands darkroom techniques in developing and printing. Students will develop skills in the use of the camera and other equipment and practice the 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

This course expands students' skills using various cameras, continues emphasis on film-making techniques and editing, and offers the opportunity to produce a film using various camera techniques and 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

This course expands students' skills using various cameras, continues emphasis on film-making techniques and editing, and offers the opportunity to produce a film using various camera techniques and plan and produce independent projects for commercial work or entrance into higher education.

CAREER AND TECHNICAL EDUCATION

Why Should You Take CTE Courses?

CTE programs prepare students for college and careers. By combining challenging academics with technical courses, authentic workplace environments, and planned professional experiences, CTE programs provides career pathways from the classrooms of today to the job sites of the future. Students who concentrate in CTE programs gain a competitive advantage in the postsecondary education system as well as in the market for high-demand, high-wage jobs.

CTE programs bridge the gap between school and career, and the results are clear. CTE students graduate in higher numbers than non-CTE students do 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 during 2017–2018:

- 259 courses were offered.
- 38, 213 students were enrolled in in CTE. (15,809 students in grades 6–8 and 22, 404 students in grades 9–12).
- 1,544 students were enrolled in work-based learning courses (Apprenticeships).
- 23 Internships
- 1,511 Cooperative Education - 10
- Less than 29 percent of students were CTE Concentrators.

Whether planning to enter the workforce before or after college, all students benefit from both a strong academic foundation and specialized technical skills. CTE course sequences may be combined with required academic courses to assist students with their lifelong plan for learning. Students who elect to concentrate in a CTE program will take a recommended sequence of courses and must earn at least four credits within a Career Cluster. One of these credits must

be from an advanced-level Capstone course. A list of CTE courses in each Career Cluster can be found in the CTE section of this book.

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 CTE 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 postsecondary education needed to reach them. 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.

Careers are as diverse as student interests are, so 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, but students should work closely with their school counselor and Career Development Coordinator to determine the effect 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 NC 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 before graduation by earning a score of 93 or higher on the CTE EOC post-assessment and 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.

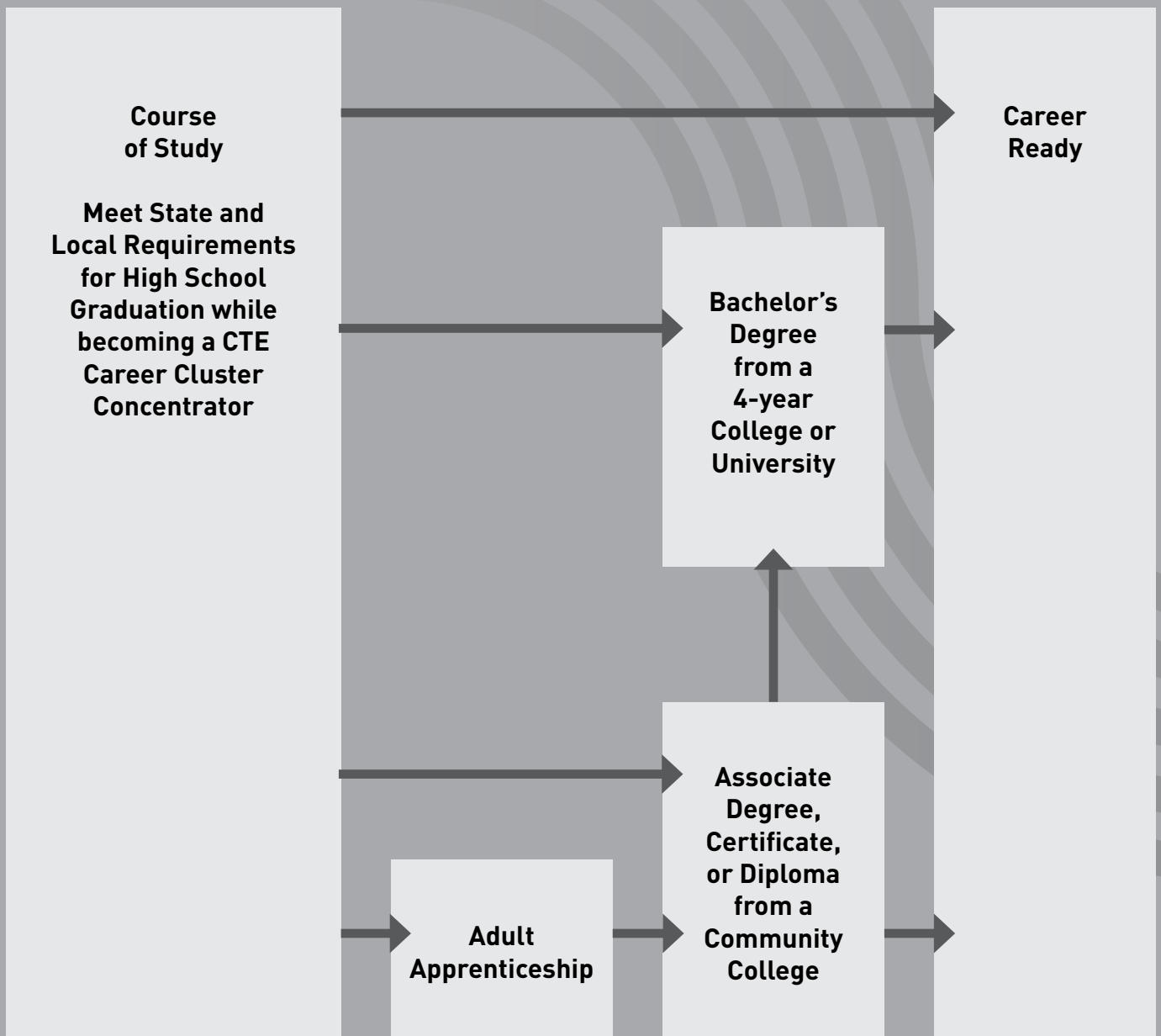
For more information about CTE, visit the GCS website at www.gcsnc.com and click **Departments, Career and Technical Education**.

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 multiple options to enroll in a four-year college or university, a community college, or an adult apprenticeship program. 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



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. They 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 within it. 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. GCS 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
- IT
- Law, Public Safety, Corrections, & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, & Mathematics
- Transportation, Distribution, & Logistics

Not every Career Cluster is offered at each school, but each traditional high school offers at least two career pathways that offer every GCS student the opportunity to become a CTE Concentrator. Students whose four-year plan includes a career pathway not available at their zoned school may be provided options such as combining courses at their home school with courses at Weaver Academy or another GCS high school upon approval of the district and the principals of the schools at which the courses are offered.

The courses that will count toward CTE Concentrator status within a cluster vary depending on the year 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 (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 that allow students to earn, college credits while in high school, and
- seamless transition from high school to postsecondary 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 speak with your counselor and Career Development Coordinator and refer to the CTE Cluster Worksheet found in the back of the registration book to help plan your course selection.

CTE

Previous performance in CTE 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

AGRICULTURE AND NATURAL RESOURCES CLUSTER	
FOUNDATION COURSES	
Agriscience Applications	Horticulture I
Animal Science I	Honors Horticulture II*
Natural Resources I	Horticulture II - Landscaping*
Honors Animal Science II*	Horticulture II - Turfgrass Management*
Honors Animal Science II - Small Animal*	Honors Project Management I
Personal Finance	Honors Veterinary Assisting
CTE Advanced Studies	
ENHANCEMENT COURSES	
CTE Internship	Honors Entrepreneurship I
CTE Apprenticeship	Microsoft Word & PowerPoint
Introduction to Culinary Arts & Hospitality	Microsoft Excel
Marketing	
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.

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.

NATURAL RESOURCES I

1 Unit

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and nonrenewable natural resources, history of the environment, personal development, water and air quality, waste management, land-use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced.

HONORS ANIMAL SCIENCE II

Prerequisite: Animal Science I

1 Unit

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.

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.

PERSONAL FINANCE**Grade Level: 11, 12****1 Unit**

Students will 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 will 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 will 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 and emphasizes 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.

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.

HORTICULTURE II - LANDSCAPING**1 Unit***Prerequisite: Horticulture I*

Are you 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 identification (ID), site preparation, paver installation, sod installation, irrigation, operation of a chain saw and skid loader, and backing a truck and trailer.

HORTICULTURE II - TURFGRASS MANAGEMENT**1 Unit***Prerequisite: Horticulture I*

This course provides hands-on instruction and emphasizes eight units, 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.

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, executing, monitoring, controlling, and closing a project in authentic situations.

HONORS VETERINARY ASSISTING**1 Unit***Prerequisite: Animal Science I, Animal Science II (preferably Small Animals)*

Are you 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.

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 business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is paid or unpaid. 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 United States. Students will learn basic safety and sanitation practices for food preparation. National industry-recognized food safety credentials are introduced. Working in a commercial food service facility, students will gain real-world culinary and hospitality experiences.

MARKETING

1 Unit

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

PRINCIPLES OF BUSINESS & FINANCE

Grade Level: 9, 10

1 Unit

In this foundation course, students will learn the basics of business, finance, management, and marketing. Students will 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 will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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 will benefit from a 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. Students will create and edit a workbook with multiple sheets and 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

ARCHITECTURE AND CONSTRUCTION CLUSTER

FOUNDATION COURSES

Core & Sustainable Construction	Interior Design I
Carpentry I	Interior Design II*
Carpentry II*	Interior Digital Applications
Carpentry III	Interior Applications
Drafting I	Masonry I
Honors Drafting II - Architectural*	Masonry II*
Honors Drafting III - Architectural	Masonry III
Electrical Trades I	Principles of Business & Finance
Electrical Trades II*	Personal Finance
Honors Electrical Trades III	Honors Project Management I
Heating, Ventilation, & Air Conditioning I	CTE Advanced Studies
Heating, Ventilation, & Air Conditioning II*	

ENHANCEMENT COURSES

Apparel & Textile Production I	CTE Apprenticeship
Fashion Merchandising	Microsoft Word & PowerPoint
Marketing	Microsoft Excel
Entrepreneurship I	Multimedia & Webpage Design
CTE Internship	

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 learn about green construction practices as well as green building-rating systems. This course is a prerequisite for Carpentry I, Electrical Trades I, Heating, Ventilation, and Air Conditioning I, and Masonry I and helps prepare students for National Center for Construction Education and Research (NCCER) certification and the Occupational Health and Safety Administration 10-Hour Construction certification. See www.nccer.org for additional information on NCCER.

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, planes and elevations, concrete and reinforcing materials, floor systems, wall and ceiling framing, and stair layout. This course helps prepare students for NCCER certification. See www.nccer.org for additional information on NCCER.

CARPENTRY II

1 Unit

Prerequisite: Carpentry I

This course covers additional technical aspects of carpentry and emphasizes the 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 for additional information on NCCER.

CARPENTRY III

1 Unit

Prerequisite: Carpentry II

This course develops advanced technical aspects of carpentry and emphasizes the development of skills. Course content includes commercial drawings, cold-form steel framing, drywall installation and finishing, and trim techniques for windows, doors, floors, and ceilings. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. See www.nccer.org for additional information on NCCER.

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 2-D and 3-D computer-aided drafting (CAD), while developing basic leadership skills and goal setting strategies. This course incorporates the Autodesk Digital science, technology, engineering, art, math (S.T.E.A.M.) Curriculum and will help prepare students for the Autodesk Certified User certification in AutoCAD.

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.

HONORS DRAFTING III - ARCHITECTURAL

1 Unit

Prerequisite: Drafting II - Architectural

Students utilize advanced CAD tools to design 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.

ELECTRICAL TRADES I

1 Unit

Prerequisite: Core and Sustainable Construction

This course covers basic electrical trades terminology, develops technical aspects of electrical trades, and emphasizes the 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 for additional information on NCCER.

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 for additional information on NCCER.

HONORS ELECTRICAL TRADES III**1 Unit**

This course develops technical aspects of electrical trades and emphasizes the 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.

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

Students are introduced to the general and technical aspects of the heating, ventilation, and air conditioning (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 will have the opportunity to develop skills and earn national certification through the National Center for Construction Education and Research. See www.nccer.org for additional information on NCCER.

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 troubleshooting, installation and maintenance, and duct systems. Students will 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 for additional information on NCCER.

INTERIOR DESIGN I**1 Unit**

This course examines the housing and interior decisions individuals and families make based on their needs, the environment, and technology. It emphasizes 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. Family, Career and Community Leaders of America (FCCLA) leadership activities provide the opportunity to apply instructional competencies and workplace-readiness skills to authentic experiences.

INTERIOR DESIGN II**1 Unit***Prerequisite: Interior Design I*

This course prepares students for opportunities in residential and nonresidential interior-design fields for entry-level jobs. Topics include the 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.

INTERIOR APPLICATIONS**HONORS INTERIOR APPLICATIONS****1 Unit***Prerequisite: Interior Design II*

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

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 toward achieving the aligned industry credential: Revit Certified User.

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 will be 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 for additional information on NCCER.

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 for additional information on NCCER.

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 for additional information on NCCER.

PRINCIPLES OF BUSINESS & FINANCE

Grade Level: 9, 10

1 Unit

In this foundation course, students will learn the basics of business, finance, management, and marketing. Students will 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 will 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 will 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, executing, monitoring, controlling, and closing a project in authentic situations.

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 will 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 will apply these construction and design skills to apparel and home fashion. Skills in art, communication, math, science, and technology are reinforced.

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. The course emphasizes 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 will have the 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 businesses and 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 will create and edit a workbook with multiple sheets and 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 & 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

ARTS, A/V & COMMUNICATIONS CLUSTER	
FOUNDATION COURSES	
Apparel & Textile Production I	Adobe Visual Design
Apparel & Textile Production II*	Adobe Video Design*
Digital Media	Animation I
Digital Media Advanced*	Introduction to Modeling & Animation
Digital Design & Animation I	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
Principles of Business & Finance	CTE Apprenticeship

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 will apply these construction and design skills to apparel and home fashion. Skills in art, communications, math, science, and technology are reinforced.

APPAREL & TEXTILE PRODUCTION II

1 Unit

Prerequisite: Apparel I

Explore the field of advanced clothing and housing apparel development. Use of fibers and fabrics are 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 will 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.

DIGITAL MEDIA

1 Unit

This course is no longer offered. Please see Adobe Visual Design for more information.

DIGITAL MEDIA ADVANCED

1 Unit

Prerequisite: Digital Media

This course is no longer offered. Please see Adobe Video Design for more information.

DIGITAL DESIGN & ANIMATION I

1 Unit

In this state-of-the-art course, students will use digital design techniques and complex graphic tools to produce a variety of 2-D and 3-D graphics to better understand technical, mathematical, and scientific concepts. Visualization activities may include graphics of mathematical models, molecular structures, topographical maps, stratospheric and climate models, and statistical analysis. Digital effects in audio and video will be used to enhance the animation of graphics during digital modeling and production.

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. The course emphasizes 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 will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business, and they will 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, 2-D visual theory, art asset development, game probability, and interactive play technologies. Students will develop 2-D 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 3-D game using visual design, evaluation, script modification, and 3-D visual theory. Topics covered will include developing and modifying 3-D game assets, audio and visual effects, storyboarding and plot development, market analysis, and 3-D modeling and animation techniques. Students may work in collaborative teams using problem-solving methodologies for the final 3-D game project, which can be included in their final portfolio.

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. Apprenticeships 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.

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 may include job shadowing. Apprenticeships and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

INTRODUCTION TO MODELING & ANIMATION**1 Unit**

This course provides an introduction to creating, texturing, and animating 3-D models. Students will develop the skills to navigate and use the digital 3-D modeling program to create 3-D objects. The basic elements of 3-D development of modeling, texturing, lighting, rendering, and animating are introduced, and students will also be introduced to industry-standard 3-D modeling workflows and processes, including planning, storyboarding, and 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 & 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, executing, monitoring, controlling, and closing a project in authentic situations.

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 will 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.

MICROSOFT EXCEL HONORS MICROSOFT EXCEL

Prerequisite: Microsoft Word & PowerPoint

1 Unit

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 will create and edit a workbook with multiple sheets and 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 will learn the basics of business, finance, management, and marketing. Students will 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 will 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 will 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER	
FOUNDATION COURSES	
Accounting I	Microsoft Word & PowerPoint
Business Law*	Microsoft Excel
Honors Business Management*	Principles of Business & Finance
Entrepreneurship I*	Virtual Enterprises International I
Honors Entrepreneurship II	Honors Project Management I
IB Business Management	CTE Advanced Studies
ENHANCEMENT COURSES	
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, and 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. Other 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 will also be stressed throughout the course.

ENTREPRENEURSHIP I
HONORS ENTREPRENEURSHIP I

1 Unit

Prerequisite: Marketing or Principles of Business & Finance or Personal Finance

Students will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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 will 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. Participants will study business functions, management processes, and decision-making in contemporary contexts of strategic uncertainty. The course examines how business decisions are influenced by factors internal and external to an organization and how these decisions impact 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.

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 this course 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 will create and edit a workbook with multiple sheets and 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 will learn the basics of business, finance, management, and marketing. Students will 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 will set up and operate a simulated business with the guidance of a teacher/facilitator and a business partner. VEI allows students to experience all facets of being an employee in an actual business environment. Students will operate every aspect of the business, including human resources, accounting, product development, production, distribution, marketing, and sales. In addition, they will engage in trade with other practice firms (VEs) around the world. Students will 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 will 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.

HONORS PROJECT MANAGEMENT I1 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, executing, monitoring, controlling, and closing a project in authentic situations.

CTE ADVANCED STUDIES1 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 will 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. The course emphasizes marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math, and psychology are reinforced in this course.

MULTIMEDIA & WEBPAGE DESIGN1 Unit

Prerequisite: Microsoft Word & 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 FINANCEGrade Level: 11, 121 Unit

Students will 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 will also study consumer rights, responsibilities, and information; protect personal and family resources; and apply procedures for managing personal finances.

HONORS STRATEGIC MARKETING1 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 used in this course are written at the college freshman 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 INTERNSHIP1 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 APPRENTICESHIP1 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

FINANCE CLUSTER	
FOUNDATION COURSES	
Business Law	Principles of Business & Finance
Accounting I	Personal Finance
Honors Accounting II*	AOF Principles of Finance
Entrepreneurship I	AOF Success Strategies
Microsoft Excel	CTE Advanced Studies
ENHANCEMENT COURSES	
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. Other 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, and 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 will prepare statements and supporting schedules, and they will use voucher, 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 will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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 will create and edit a workbook with multiple sheets and 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 will learn the basics of business, finance, management, and marketing. Students will 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 will 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 will also study consumer rights, responsibilities, and information; protect personal and family resources; and apply procedures for managing personal finances.

AOF PRINCIPLES OF FINANCE**1 Unit**

This course introduces students to the financial world. Students will develop financial literacy as they learn about the function of finance in society. They will study income and wealth, examine financial institutions, learn how businesses raise capital, and study key investment-related terms and concepts. They will also research how innovations have changed the financial services field. Finally, students can explore careers that exist in finance today. ECC Advanced Studies option (1 credit toward BU233) is available for this course.

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 will 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.

AOF SUCCESS STRATEGIES**1 Unit**

This course helps orient students to the world of work and school and is the first course offered in the Finance Academy. Success Strategies addresses the need for students to develop good work and study habits, and it helps students understand their strengths and weaknesses, effectively manage time, set priorities, and establish the foundation habits of successful people. Students will prepare portfolios, learn about school resources, develop career plans, start planning for college, and develop solid interpersonal skills as they prepare for the world beyond the classroom. ECC Advanced Studies option (3 credits) is available for this course.

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. The course emphasizes 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 this course 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**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, executing, monitoring, controlling, and closing a project in authentic situations.

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 used in this course are written at the college freshman 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.

VIRTUAL ENTERPRISES INTERNATIONAL I (VEI)**2 Units**

Prerequisite: Accounting I or Business Management or Entrepreneurship I

Students will set up and operate a simulated business with the guidance of a teacher/facilitator and a business partner. VEI allows students to experience all facets of being an employee in an actual business environment. Students will operate every aspect of the business, including human resources, accounting, product development, production, distribution, marketing, and sales. In addition, they will engage in trade with other practice firms (VEs) around the world. Students will 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 will 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.

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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

HEALTH SCIENCE CLUSTER	
FOUNDATION COURSES	
Biomedical Technology I	Public Health Fundamentals
Biomedical Technology II*	CTE Advanced Studies
Health Team Relations	PLTW Principles of Biomedical Sciences
Health Science I	PLTW Human Body Systems*
Health Science II*	PLTW Medical Interventions
Honors Nursing Fundamentals	PLTW Biomedical Innovations
Introduction to Child Development	NAF Health Careers
Honors Pharmacy Technician	NAF Global Health
ENHANCEMENT COURSES	
Marketing	Principles of Business & Finance
Microsoft Word & PowerPoint	Public Safety I
Microsoft Excel	Public Safety II
Entrepreneurship I	CTE Internship
Personal Finance	CTE Apprenticeship

Foundation Course Descriptions

BIOMEDICAL TECHNOLOGY I

Grade Level: 10, 11, 12

1 Unit

Recommended Prerequisite: Biology and Health Science I

This course focuses on cell biology and cancer, infectious diseases, pathology, biomedical research, and related careers using 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 will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

and science are reinforced in this course. HOSA competitive events, community service, and leadership activities will 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.

BIOMEDICAL TECHNOLOGY II

Grade Level: 11, 12

1 Unit

Prerequisite: Biomedical Technology I

Using curriculum developed by the 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

HEALTH SCIENCE I

HONORS HEALTH SCIENCE I

1 Unit

Recommended Prerequisite: Students should have obtained a B or better in Biology and be 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 or PLTW Human Body Systems

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, a 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 percent 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 be in 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. Health-care 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.

PUBLIC HEALTH FUNDAMENTALS

1 Unit

Prerequisite: Health Science II

Public Health Fundamentals helps future health-care professionals understand the unique challenges and strategies involved in home health-care settings. Medical industry and health-care regulating agencies agree that home is the best setting for providing health care to increasing numbers of critically ill patients needing very high tech and very skilled care. Health-care professionals without the ability to function outside traditional facilities will be ill prepared to meet current health-care 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 will 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 will determine factors that led 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 will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PLTW HUMAN BODY SYSTEMS

1 Unit

Prerequisite: PLTW Principles of Biomedical Sciences

In this course students will 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. Apprenticeships and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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.

PLTW BIOMEDICAL INNOVATIONS

1 Unit

Prerequisite: PLTW Medical Interventions

This course allows students to apply their knowledge and skills to answer questions or solve problems related to biomedical sciences. Students will design innovative solutions to the health-care challenges of the 21st century. Students will work on independent projects and may work with a mentor in the health-care industry. English language arts and science are reinforced in this course.

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. The course emphasizes 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 this course 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 will create and edit a workbook with multiple sheets and 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 will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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 will 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 will also study consumer rights, responsibilities, and information; protect personal and family resources; and apply procedures for managing personal finances.

**INTRODUCTION TO CHILD DEVELOPMENT
HONORS INTRODUCTION TO CHILD DEVELOPMENT****1 Unit**

This course introduces students to responsible nurturing and basic applications of child development theory. The course emphasizes 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-aged child.

PRINCIPLES OF BUSINESS & FINANCE**Grade Level: 9, 10****1 Unit**

In this foundation course, students will learn the basics of business, finance, management, and marketing. Students will 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***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 (CERT) Certification. CERT is a certification developed by the Federal Emergency Management Administration (FEMA) that incorporates all areas of public safety. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeships 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 will 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.

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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

HOSPITALITY & TOURISM CLUSTER	
FOUNDATION COURSES	
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
ENHANCEMENT COURSES	
Microsoft Word & PowerPoint	Personal Finance
Microsoft Excel	CTE Internship
Multimedia & Webpage Design	CTE Apprenticeship

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, and the course will introduce national industry-recognized food safety credentials. Working in a commercial food service facility, students will gain real-world culinary and hospitality experiences.

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 a career as a chef, executive chef, sous chef or restaurant/catering owner.

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.

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. The course emphasizes marketing and business foundations, economics, sales, advertising, promotion, and human resources. Communications, math, and psychology are reinforced in this course.

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

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. Students will 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. Further, students will 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 will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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 will 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 will learn the basics of business, finance, management, and marketing. Students will 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.

PROSTART II

1 Unit

Prerequisite: Prostart I

ProStart students will continue learning and practicing advanced food service skills. Throughout the course, students will also learn the history of food service and will develop culinary arts and food service skills for application

in the hospitality, tourism and retail, and the lodging industries. Students will participate in a food service internship leading toward the ProStart Certificate of Achievement at the end of this course.

SPORTS AND ENTERTAINMENT MARKETING I

1 Unit

Students will learn about the field of sports and entertainment marketing and 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, executing, monitoring, controlling, and closing a project in authentic situations.

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 will 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 this course 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 will create and edit a workbook with multiple sheets and 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 & 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 will 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 will 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

HUMAN SERVICES CLUSTER	
FOUNDATION COURSES	
Introduction to Child Development	Principles of Business & Finance
Early Childhood Education I	Personal Finance
Honors Early Childhood Education II*	CTE Advanced Studies
ENHANCEMENT COURSES	
Microsoft Word & PowerPoint	CTE Internship
Entrepreneurship I	CTE Apprenticeship
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 facility's 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 HONORS INTRODUCTION TO CHILD DEVELOPMENT

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-aged 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 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 will 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, in-depth 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 will learn the basics of business, finance, management, and marketing. Students will 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 will 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 will 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 will 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 this course 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 will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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 will create and edit a workbook with multiple sheets and 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.

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INFORMATION TECHNOLOGY CLUSTER

FOUNDATION COURSES

AP Computer Science	Foundations of Information Technology
AP Computer Science Principles	Microsoft Word & PowerPoint
Honors SREB Computers, Networks, and Databases	Microsoft Excel
Computer Programming I	Multimedia & Webpage Design*
Honors Computer Programming II*	Honors Network Administration
Honors Computer Programming I SAS*	Honors Network Administration II*
Honors Computer Programming II SAS	Honors Network Administration III
Honors Computer Programming I - Oracle Database	Honors Network Engineering Technology I - Cisco
Honors Computer Programming II - Oracle Database*	Honors Network Engineering Technology II - Cisco*
Computer Engineering Technology I	Honors Network Engineering Technology III - Cisco
Honors Computer Engineering II*	Principles of Business & Finance
Digital Forensics & Cyber Security	Honors Project Management I
E-Commerce I*	CompTIA IT Fundamentals
Honors E-Commerce II	PLTW Computer Science Essentials
CTE Advanced Studies	

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 emphasizes the development of computer programs that correctly solve a given problem. Students will learn other important aspects of computer science, including standard algorithms, the development and analysis of algorithms, fundamental data structures, and typical applications as well as logic, ethics, and formal methods. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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.

HONORS SREB COMPUTERS, NETWORKS, AND DATABASES

1 Unit

This project-based-learning course engages students who are curious about informatics. In this course, students will learn how to use a design process to create systems that acquire, store, and communicate data for a variety of career fields. Students will work collaboratively in teams to design systems, solve problems, think critically, be creative, and communicate with each other and business partners. Students will participate in real-world experiences, such as designing an inventory system for a retail store, comparing stores in a company to project future sales, tracking customer buying habits, and more.

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 and how to properly construct a user interface along with and basic programming concepts such as conditionals, loops, and one-dimensional arrays. Students will 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 will 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, and control and combine data sets. Upon completion of the course, students will test for the SAS Associate Programmer Certification.

HONORS COMPUTER PROGRAMMING II SAS

1 Unit

Prerequisite: SAS Programming I

Students will 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 and indexes, perform text substitution in SAS code, and use macro variables and macro functions. Upon completion of the course, students will test for the SAS Advanced Programming Exam for SAS.

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.

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.

COMPUTER ENGINEERING TECHNOLOGY I HONORS COMPUTER ENGINEERING TECHNOLOGY I

1 Unit

Students will 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.

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 will provide opportunities to enhance classroom instruction and career development.

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 for 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.

**E-COMMERCE I
HONORS E-COMMERCE I****Grade Level: 11, 12****1 Unit***Prerequisite: Multimedia and Webpage Design*

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

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 and 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.

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 will 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 will create and edit a workbook with multiple sheets and 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 & 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.

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>

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 emphasize Desktop Support for Windows 7 to help students 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.

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.

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 will 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 Network Engineering Technology I, will prepare students for the Cisco CCENT certification.

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 will 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.

PRINCIPLES OF BUSINESS & FINANCE

Grade Level: 9, 10

1 Unit

In this foundation course, students will learn the basics of business, finance, management, and marketing. Students will 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, executing, monitoring, controlling, and closing a project in authentic situations.

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, and so on. This course is aligned to the CompTIA IT Fundamentals certification.

PLTW COMPUTER SCIENCE ESSENTIALS HONORS PLTW COMPUTER SCIENCE ESSENTIALS

1 Unit

This course exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and they will learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Enhancement Course Descriptions

PERSONAL FINANCE

Grade Level: 11, 12

1 Unit

Students will 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 will 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, and monitoring and troubleshooting networks. The completion of this course, along with the Network Engineering Technology I, II, and III courses, will prepare the student for the Cisco CCNA certification.

ENTREPRENEURSHIP I HONORS ENTREPRENEURSHIP I

1 Unit

Prerequisite: Marketing or Principles of Business & Finance or Personal Finance

Students will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

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	CTE Internship
Personal Finance	CTE Apprenticeship
Microsoft Word & PowerPoint	

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.

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 include job shadowing. Apprenticeships 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 will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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 will 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 I

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. Apprenticeships and cooperative education are not possible for this course. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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. Students will 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. Further, students will plan travel itineraries and make travel and hotel bookings.

PRINCIPLES OF BUSINESS & FINANCE

Grade Level: 9, 10

1 Unit

In this foundation course, students will learn the basics of business, finance, management, and marketing. Students will 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 will 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 will 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 will create and edit a workbook with multiple sheets and 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

MANUFACTURING CLUSTER	
FOUNDATION COURSES	
Honors SREB Advanced Technology for Design and Production	Fashion Merchandising
Apparel & Textile Production I	Marketing
Apparel & Textile Production II*	Metals Manufacturing Technology I
Electronics I	Metals Manufacturing Technology II*
Honors Electronics II*	Principles of Business & Finance
Honors Electronics III	Honors Project Management I
Entrepreneurship I	Welding Technology 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

Foundation Course Descriptions

HONORS SREB ADVANCED TECHNOLOGY FOR DESIGN AND PRODUCTION 1 Unit

This course will engage students in the use of modern technologies in the design and improvement of products. Students will use 3-D CAD software in the creation and analysis process. Students will document designs using standards set by the industry for design documentation. Students will implement methods of green production and just-in-time component supply to allow for the lowest cost and highest quality products. Students will design and troubleshoot data acquisition, programmable logic control, process monitoring, automation, and robotic systems. Students will incorporate sensing and vision systems, using cameras and sensors to control automated systems.

APPAREL & TEXTILE PRODUCTION I 1 Unit **Grade Level: 10**

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 will apply these construction and design skills to apparel and home fashion. Skills in art, communication, math, science, and technology are reinforced.

APPAREL & TEXTILE PRODUCTION II 1 Unit *Prerequisite: Apparel & Textile Production I*

Explore the field of advanced clothing and housing apparel development. In this course, students will use 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 will 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.

ELECTRONICS I 1 Unit **HONORS ELECTRONICS I**

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). Students will learn Ohm's law, Kirchoff's law, electronic components, schematic diagrams, and electronic circuitry. Hands-on kit building projects will be used to reinforce classroom concepts. Students will have the opportunity to develop skills and earn national certification through the Electronics Technician Association (ETA). See www.eta-i.org for additional information on ETA.

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. The course also includes introduction to microprocessors, microcontrollers, 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.

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 AC 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; and test equipment, cabling, and basic safety precautions.

ENTREPRENEURSHIP I

HONORS ENTREPRENEURSHIP I

1 Unit

Prerequisite: Marketing or Principles of Business & Finance or Personal Finance

Students will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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 will 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. The course emphasizes 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 will have the opportunity to earn national certification through the National Institute of Metalworking Skills (NIMS). See www.nims-skills.org/web/nims/home for additional information on NIMS.

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 will have the opportunity to earn national certification through NIMS. See www.nims-skills.org/web/nims/home for additional information on NIMS.

PRINCIPLES OF BUSINESS & FINANCE

Grade Level: 9, 10

1 Unit

In this foundation course, students will learn the basics of business, finance, management, and marketing. Students will 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, executing, monitoring, controlling, and closing a project in authentic situations.

WELDING TECHNOLOGY I

HONORS WELDING TECHNOLOGY I

1 Unit

This course covers basic industrial and construction welding practices, characteristics, and entry-level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation, and shielded metal arc welding (SMAW). Students in this course can potentially earn the OSHA 10-Hour Industry Certification. Arts, English, language arts, mathematics, and science are also reinforced.

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 2-D and 3-D computer aided drafting (CAD) while developing basic leadership skills and goal-setting strategies. This course incorporates the Autodesk Digital STEAM Curriculum and will help prepare students for the Autodesk Certified User certification in AutoCAD.

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.

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 will create and edit a workbook with multiple sheets and 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 & 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 will 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 will 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

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

Foundation Course Descriptions

ENTREPRENEURSHIP I HONORS ENTREPRENEURSHIP I

1 Unit

Prerequisite: Marketing or Principles of Business & Finance or Personal Finance

Students will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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 will 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. The course emphasizes 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 will acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students will develop an understanding of marketing functions and applications as well as their impact on business decisions.

PRINCIPLES OF BUSINESS & FINANCE**Grade Level: 9, 10****1 Unit**

In this foundation course, students will learn the basics of business, finance, management, and marketing. Students will 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 used in this course are written at the college freshman 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, executing, monitoring, controlling, and closing a project in authentic situations.

VIRTUAL ENTERPRISES I (VEI)**2 Units**

Prerequisite: Accounting I or Business Management or Entrepreneurship I

Students will set up and operate a simulated business with the guidance of a teacher/facilitator and a business partner. VEI allows students to experience all facets of being an employee in an actual business environment. Students will operate every aspect of the business, including human resources, accounting, product development, production, distribution, marketing, and sales. In addition, they will engage in trade with other practice firms (VEs) around the world. Students will 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 will 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.

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 will 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 will apply these construction and design skills to apparel and home fashion. Skills in art, communication, math, science, and technology are reinforced.

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. Other 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. Students will 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. Further, students will 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 will create and edit a workbook with multiple sheets and 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 & 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 will 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 will 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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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 Technology I	Scientific & Technical Visualization I
Engineering Technology II*	Scientific & Technical Visualization II*
Engineering Technology III	Technological Design*
PLTW Introduction to Engineering Design	Technology Engineering & Design
PLTW Principles of Engineering	Honors Project Management I
Digital Design & Animation I	Introduction to Modeling & Animation
Honors Digital Design & Animation II*	Advanced Modeling & Animation*

ENHANCEMENT COURSES

Entrepreneurship I	Multimedia & Webpage Design*
Horticulture I	Personal Finance
Microsoft Word & PowerPoint	CTE Internship
Principles of Business & Finance	CTE Apprenticeship
Microsoft Excel	

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 2-D and 3-D 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.

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, 3-D 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.

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.

ENGINEERING DESIGN

1 Unit

Prerequisite: Technology, Engineering and Design

This course is no longer offered. Please see Engineering Technology II for more information.

ENGINEERING TECHNOLOGY I

HONORS ENGINEERING TECHNOLOGY 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.

ENGINEERING TECHNOLOGY II

HONORS ENGINEERING TECHNOLOGY II

1 Unit

Prerequisite: Engineering Technology I

This 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.

ENGINEERING TECHNOLOGY III

HONORS ENGINEERING TECHNOLOGY III

1 Unit

Prerequisite: Engineering Technology 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.

DIGITAL DESIGN & ANIMATION I

HONORS DIGITAL DESIGN & ANIMATION I

1 Unit

In this state-of-the-art course students will use digital design techniques and complex graphic tools to produce a variety of 2-D and 3-D graphics to better understand technical, mathematical and/or scientific concepts. Visualization activities may include graphics of mathematical models, molecular structures, topographical maps, stratospheric and climate models, and statistical analysis. Digital effects in audio and video will be used to enhance the animation of graphics during digital modeling and production.

HONORS DIGITAL DESIGN & ANIMATION II

1 Unit

Prerequisite: Digital Design & Animation I

In this second level course students will use modeling concepts and complex graphic tools to better understand technical, mathematical and/or scientific concepts. Visualization activities may include graphics of mathematical models, molecular structures, topographical maps, stratospheric and climate models, and statistical analysis. Throughout the animation and design process students will investigate different materials, shaders and rendering techniques and learn to adjust lighting, camera settings, and basic rigging to enhance their digital models.

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 3-D modeling software, and use an engineering notebook to document their work.

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.

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.

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 will 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.

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 postsecondary program or career.

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 is no longer offered. Please see Engineering Technology II for more information.

TECHNOLOGY ENGINEERING & DESIGN**1 Unit**

This course is no longer offered. Please see Engineering Technology 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, executing, monitoring, controlling, and closing a project in authentic situations.

**INTRODUCTION TO MODELING & ANIMATION
HONORS INTRODUCTION TO MODELING & ANIMATION****1 Unit**

An introduction to creating, texturing and animating 3-D models. Students will develop the skills to navigate and use the digital 3-D modeling program to create 3-D objects. The basic elements of 3-D development of modeling, texturing, lighting, rendering, and animating are introduced. Students are also introduced to industry standard 3-D 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 will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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.

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 will learn the basics of business, finance, management, and marketing. Students will 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 will create and edit a workbook with multiple sheets and 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 & 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 will 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 will 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. Not all courses are offered at each school. Please speak with a counselor and Career Development Coordinator to develop a four-year plan that best meets your educational needs.

TRANSPORTATION, DISTRIBUTION AND LOGISTICS CLUSTER

FOUNDATION COURSES

Introduction to Automotive Service	Diesel Technology II*
Automotive Service I	Diesel Technology III
Automotive Service II*	Entrepreneurship I
Automotive Service III	Honors Logistics I
Aviation I	Honors Logistics II - Inventory and Warehousing
Honors Aviation II*	Honors Logistics II - Supply Chain Management
Honors Aviation Manufacturing	Marketing
Introduction to Collision Repair	Marketing Applications*
Collision Repair I	Honors Strategic Marketing
Collision Repair Nonstructural*	Honors Project Management I
Collision Repair Refinishing*	CTE Advanced Studies
Diesel Technology I	

ENHANCEMENT COURSES

Microsoft Word & PowerPoint	Principles of Business & Finance
Microsoft Excel	CTE Internship
Personal Finance	CTE Apprenticeship

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, and lubrication and cooling systems as well as manual and automatic transmission components, diagnosis, and repair.

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 and suspension systems while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to MLR requirements. English language arts are reinforced. Work-based learning

strategies appropriate for this course include job shadowing. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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 and suspension systems while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the 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 will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AUTOMOTIVE SERVICE III

1 Unit

Prerequisite: Automotive Service II

In this course, students will continue to increase skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC, and steering and suspension systems while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the MLR requirements. English language arts and mathematics are reinforced. This course helps prepare students for the ASE certification in MLR- G1. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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.

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.

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.

INTRODUCTION TO COLLISION REPAIR

1 Unit

This course introduces safety, basic collision repair terminology, system and component identification, knowledge about and introductory skills in hand tools and shop equipment, basic servicing, and use of service information. Careers and various job opportunities in the collision repair industry will also be discussed. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeships and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

COLLISION REPAIR I

1 Unit

Prerequisite: Introduction to Collision Repair

This course focuses on nonstructural 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. 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 will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

COLLISION REPAIR NONSTRUCTURAL

1 Unit

Prerequisite: Collision Repair I

This course continues the focus on nonstructural 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 apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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; and, buff, and detail a refinished vehicle. 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 will provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

DIESEL TECHNOLOGY I

1 Unit

High-tech diesel engines are found in trucks, heavy equipment, RVs, buses, and automobiles. Through proper safety applications, tools, and leadership development, students will apply the knowledge and skills needed to repair electrical, brakes, and suspension systems. Hands-on activities will include working 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.

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 ASE technician certification in Truck Equipment (E1-E3) as well as the Medium and Heavy Truck (T1-T8) certification. See www.ase.com for additional information on ASE.

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 ASE technician certification in Truck Equipment (E1-E3) as well as the Medium and Heavy Truck (T1-T8) certification. See www.ase.com for additional information on ASE.

ENTREPRENEURSHIP I HONORS ENTREPRENEURSHIP I

1 Unit

Students will have the opportunity to study entrepreneurial concepts at an accelerated pace with increased rigor. Students will evaluate the concepts of growing their own businesses or operating a small business and 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 an 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.

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.

HONORS LOGISTICS II - SUPPLY CHAIN MANAGEMENT

1 Unit

Prerequisite: Honors Logistics I

This course allows students to embrace a greater understanding of supply chain management, including the importance of information technology in modern logistics. The students will also be introduced to procurement objectives and issues. In addition, they will learn about inventory and transportation management and international logistics. The apex of this course will be strategic and financial logistics. The skills taught may lead directly to an entry-level position to a logistics career.

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. The course emphasizes 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 will acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students will develop an understanding of marketing functions and applications as well as their 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 used in this course are written at the college freshman 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, executing, monitoring, controlling, and closing a project in authentic situations.

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 will 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 will create and edit a workbook with multiple sheets and 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 will 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 will 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 will learn the basics of business, finance, management, and marketing. Students will 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 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, employer, parents/guardian, and 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 postsecondary 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 postsecondary 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 toward mastery of the competencies outlined in the apprenticeship standards. Students enrolling in an apprenticeship during the 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” and 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 regarding 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 US 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 I
Honors English I
English II
Honors English II
English III
Honors English III
AP English Language & Composition
IB English III
English IV
Honors English IV
AP English Literature & Composition
IB English IV

English Electives

Honors Essentials for College Writing
Grammar and Composition
Creative Writing I, II
Journalism/Newspaper
Journalism/Yearbook
Honors Journalism/Newspaper
Honors Journalism/Yearbook
Multicultural Literature
Speech/Debate
Honors Speech/Debate
Survey of Bible Literature
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 will 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 will 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 US literature and US 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 US literature and US 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 will 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 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. Students meeting prerequisites have open access to AP courses.

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 will 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. Students meeting the prerequisites have open access to IB courses.

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 US 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 US 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 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. Students meeting prerequisites have open access to AP courses.

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. Students meeting the prerequisites have open access to IB courses.

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 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**

This course 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**

Creative Writing I focuses on a study of various forms and genres of prose and poetry that 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

This course 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.

HONORS JOURNALISM/NEWSPAPER II

Grade Level: 10, 11, 12 **1 Unit**

Prerequisite: Journalism/Newspaper I

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.

HONORS JOURNALISM/NEWSPAPER III

Grade Level: 10, 11, 12 **1 Unit**

Prerequisite: Journalism/Newspaper I and Honors Journalism/Newspaper II

This course is designed for students who have completed Journalism/Newspaper I and Honors Journalism/Newspaper II. This course will refine students' skills in writing and editing. Additionally, students will enhance their knowledge of the laws and ethics of journalism.

HONORS JOURNALISM/NEWSPAPER IV

Grade Level: 10, 11, 12 **1 Unit**

Prerequisite: Journalism/Newspaper I, Honors Journalism/Newspaper II, and Honors Journalism/Newspaper III

This course is designed for students who have completed Journalism/Newspaper I, Honors Journalism/Newspaper II, and Honors Journalism/Newspaper III. Students will enhance their skills in imaging, finance, and printing. Additionally, students will apply their knowledge of the laws and ethics of journalism to their own publications.

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.

HONORS JOURNALISM/YEARBOOK II

Grade Level: 10, 11, 12 **1 Unit**

Prerequisite: Journalism/Yearbook I

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 III

Grade Level: 10, 11, 12 **1 Unit**

Prerequisite: Journalism/Yearbook I and Honors Journalism/Yearbook II

This course is designed for students who have completed Journalism/Yearbook I and Honors Journalism/Yearbook II. Students will refine their technological and writing skills as well as enhance their knowledge of the laws and ethics of journalism.

HONORS JOURNALISM/YEARBOOK IV

Grade Level: 10, 11, 12 **1 Unit**

Prerequisite: Journalism/Yearbook I, Honors Journalism/Yearbook II, and Honors Journalism/Yearbook III

This course is designed for students who have completed Journalism/Yearbook I, Honors Journalism/Yearbook II, and Honors Journalism/Yearbook III. Students will enhance their skills in imaging, finance, and printing. Additionally, students will apply their knowledge of the laws and ethics of journalism to their own publications.

MULTICULTURAL LITERATURE

Grade Level: 10, 11, 12

1 Unit

This course 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

Speech/Debate teaches the skills of speaking and formal argumentation, and it offers the opportunity to participate in formal speech and debate tournaments across the state. Skills and intellectual development will occur through policy debate, Lincoln–Douglas debate, original oratory, and humorous and dramatic interpretation.

HONORS SPEECH/DEBATE

Grade Level: 10, 11, 12

1 Unit

This honors course teaches the language and the application of formal rhetoric. Skills and intellectual development will 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

Survey of Bible Literature offers advanced literary study of selected passages from the Old and New Testaments. This class is 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 9th 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, will provide 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 student's 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 ELs. Each school that provides EL 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

1 Unit

ELD students will continue to deepen their understanding of the English language through a contextualized study of content area themes.

EXPANDING COMMUNICATION IN THE CONTENT AREAS

Grade Level: 9, 10

1 Unit

ELD students will further expand their understanding of the English language through a contextualized study of content area themes.

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 studies assistance helping ELD students to be successful in all content areas.

ELD WORLD STUDIES

Grade Level: 9, 10, 11, 12

1 Unit

This course is designed 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.

EXPLORING COMMUNICATION IN THE CONTENT AREAS

Grade Level: 9, 10

ELD students will deepen their understanding of the English language through a contextualized study of content area themes.

3LS APPROACH TO WORLD STUDIES

Grade Level: 10, 11, 12

ELD students will deepen their understanding of the English language through a contextualized study of world history, geography, and civics.

3LS APPROACH TO THE STUDY OF THE SCIENCES

Grade Level: 10, 11, 12

ELD students will deepen their understanding of the English language through a contextualized study of the sciences (social, environmental, and physical).

3LS APPROACH TO LITERATURE

Grade Level: 10, 11, 12

ELD students will deepen their understanding of the English language through a contextualized study of literature.

EXCEPTIONAL CHILDREN

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

GCS Exceptional Children website at <https://www.gcsnc.com/Domain/2414>.

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 I
Career Training II
Career Training III
Career Training IV
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
Life Skills III
Life Skills IV



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.

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.

Occupational Courses

The following courses are to be used **only** by students preparing for the Occupational Course of Study:

CAREER TRAINING I 1 Unit

This course is designed to provide on-the-job work experiences to parallel the Occupational Course of Study classroom instruction.

CAREER TRAINING II 1 Unit

This course is designed to provide on-the-job work experiences to parallel the Occupational Course of Study classroom instruction.

CAREER TRAINING III 1 Unit

This course is designed to provide on-the-job work experiences to parallel the Occupational Course of Study classroom instruction.

CAREER TRAINING IV 1 Unit

This course is designed to provide on-the-job work experiences to parallel the Occupational Course of Study classroom instruction.

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 help students 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 will include influential US 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 US 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 US literature and US 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 will 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 US documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will 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; and 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; and 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 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 US Constitution. This course 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 19th 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 this class 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 US Constitution; and basic concepts of American politics, citizenship, concepts in macro- and microeconomics, 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 postschool 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, a continuation of Financial Management I, 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.

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 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 I and 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.

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 postsecondary 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 they are given the opportunity to develop skills necessary for productive work-related tasks.

LIFE SKILLS II

1 Unit

This course is designed to provide students opportunities to transfer appropriate social/work skills across settings and environments.

LIFE SKILLS III

1 Unit

This course is designed to provide students opportunities to transfer appropriate social/work skills across settings and environments.

LIFE SKILLS IV

1 Unit

This course is designed to provide students opportunities to transfer appropriate social/work skills across settings and environments.

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, the 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
- Honors Physical Fitness - Proficient
- Honors Physical Fitness - Advanced
- Weight Training and Conditioning - Beginner
- Weight Training and Conditioning - Intermediate
- Honors Weight Training and Conditioning - Proficient
- Honors 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

This class 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 middle school, 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, and a 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 progress is determined by an increase in strength in proportion to the student's body and times for cardiovascular endurance.

HONORS 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. Students will study other topics, such as nutrition and muscle physiology. Personal improvement through an individualized exercise and nutrition plan is stressed in this valuable course. This class includes the five components of physical fitness: flexibility, muscular strength and endurance, body composition, and cardiovascular training.

HONORS PHYSICAL FITNESS - ADVANCED

Grade Level: 10, 11, 12

1 Unit

Prerequisite(s): Honors 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 use various technology tools to collect data, and chart and analyze their personal levels of physical fitness centered on the five 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 intensely explore 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, 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.

HONORS WEIGHT TRAINING AND CONDITIONING - PROFICIENT**Grade Level: 10, 11, 12****1 Unit***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.

HONORS WEIGHT TRAINING AND CONDITIONING - ADVANCED**Grade Level: 10, 11, 12****1 Unit***Prerequisite(s): Honors 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 is 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*

This class is 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*

This course is 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 and 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, NC Math 1 EOC, and/or NC Math 2 NCFE.
- 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	
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
Advanced Functions and Modeling	IB Mathematical Studies SL
Advanced Functions and Modeling Honors	IB Mathematics HL
Discrete Mathematics	

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

The 4th mathematics course should be aligned with the student's after-high school plans.

Courses that are accepted by the UNC General Administration for admission to UNC institutions:

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 (2018-19)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25								
6th Grade	Math 6	Math 7	Math 8	NC Math 1	NC Math 2	NC Math 3	4th Math								
	Accelerated 6	Accelerated 7	NC Math 1	NC Math 2	NC Math 3	4th Math	5th Math								
	AIMM	NC Math 1	NC Math 2	NC Math 3	4th Math	5th Math	6th Math								
7th Grade	Math 7	Math 8	NC Math 1	NC Math 2	NC Math 3	4th Math	x								
	Accelerated 7	Accelerated 8	NC Math 1	NC Math 2	NC Math 3	4th Math	x								
	NC Math 1	NC Math 2	NC Math 3	4th Math	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 2	NC Math 3	4th Math	x	x	x									
	NC Math 3	4th Math	5th Math	x	x	x									
	4th Math	5th Math	6th Math	x	x	x									
11th Grade	NC Math 3	4th Math	x	x	x	x									
	4th Math	5th Math	x	x	x	x									
	5th Math	6th Math	x	x	x	x									
<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> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Advanced Functions and Modeling</td> <td style="width: 33%;">Discrete mathematics</td> <td style="width: 33%;">Precalculus Honors</td> <td style="width: 33%;">AP Statistics</td> </tr> <tr> <td>AP Calculus AB *</td> <td>AP Calculus BC*</td> <td>*Pre-Calculus Honors is a prerequisite for AP Calculus.</td> <td></td> </tr> </table>								Advanced Functions and Modeling	Discrete mathematics	Precalculus Honors	AP Statistics	AP Calculus AB *	AP Calculus BC*	*Pre-Calculus Honors is a prerequisite for AP Calculus.	
Advanced Functions and Modeling	Discrete mathematics	Precalculus Honors	AP Statistics												
AP Calculus AB *	AP Calculus BC*	*Pre-Calculus Honors is a prerequisite for AP Calculus.													

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

NC Math 1, NC Math 2, NC Math 3, 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 who 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, numbers and operations, statistics, and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data.

NC MATH 1 HONORS

Grade Level: 9, 10

1 Unit

NC Math 1 Honors provides students the opportunity to study concepts of algebra, geometry, functions, numbers and operations, statistics, and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data. 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 who 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 Honors 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, and 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 populations will be the main focus of the statistics topic.

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 populations will be the main focus of the statistics topic. Emphasis will be placed on higher-order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach.

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 fourth 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 Honors 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; apply probability concepts; and use logarithmic, piecewise defined, power, trigonometric, 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 fourth 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*

This course presents an honors-level study of major topics from advanced algebra, trigonometry, analytic geometry, data analysis and introductory calculus 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*

A college-level course that develops students' understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experience with its methods and applications. Students meeting prerequisites have open access to AP courses.

AP CALCULUS BC

Grade Level: 11, 12

1 Unit

Prerequisite: Honors Pre-Calculus

A college-level course with topics such as integration by parts, trigonometric substitutions, partial fractions, geometry in the plane, sequences and series, and elementary differential equations. Students meeting prerequisites have open access to AP courses.

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. Students meeting the prerequisites have open access to AP courses.

AP COMPUTER SCIENCE

Grade Level: 11, 12

1 Unit

Prerequisite: Advanced Functions and Modeling, Discrete Mathematics, or Honors Pre-Calculus

AP Computer Science 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 first-semester college course in Computer Science. Students meeting the prerequisites have open access to AP courses.

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 will also give 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. Students meeting the prerequisites have open access to AP courses.

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 two and three 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. Students meeting the prerequisites have open access to IB courses.

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 will be 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. Students meeting the prerequisites have open access to IB courses.

IB MATHEMATICS HL

Grade Level: 12

1 Unit

Prerequisite: AP Calculus AB/BC

In this course, students will demonstrate mathematical skills and 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, this course is not a continuation of the study of calculus. Topics covered include vectors in two and three 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. Students meeting the prerequisites have open access to IB courses.

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

This class is 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

In this 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 and out of class as they move from proficiency to mastery in 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**

This introductory course covers 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

This class is 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, and understanding individual and group behavior, and it 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

Candidates will study 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

Corequisite: Aerospace Science II, III, or IV

Ceremonies is 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**

This class includes the 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**

This course continues the history and objectives of JROTC IA.

ARMY JROTC II

Grade Level: 10, 11, 12 **1 Unit**

Prerequisite: Army JROTC I

This course 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

This course further emphasizes the principles of previous JROTC courses. Topics include 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. Students must have completed the lower-level course with a grade of B or better. Students must have an overall B average (3.0 GPA), assignment to a cadet leadership position, and 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

This course 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 classes. They continue to develop their leadership skills and plan special unit events, such as the Military Ball and the annual awards banquet. Students must have completed the lower level course with a grade of B or better. Students must have an overall B average (3.0 GPA), assignment to a cadet leadership position, and 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

This course continues the 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. Most 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

This course provides an introduction to the meaning of citizenship, elements of leadership, and the value of scholarship in attaining life goals. Students will gain an appreciation for America's heritage and traditions and the recognition that the historically significant role of sea power will be important in America's future. Students will develop a sense of pride in his/her organization, associates, and self through military drill and ceremonies; wearing the uniform; physical fitness; and the principles of health, first aid, and survival.

NAVAL SCIENCE II

Grade Level: 10, 11, 12

1 Unit

Prerequisite: Naval Science I

This course builds on Naval Science 1 to include a study of US maritime history to create a sound appreciation for our American heritage and traditions, value 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

This course is designed to advance 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

This course focuses on advanced practical leadership through seminars, professional readings, and applied leadership skills under supervision and in actual positions of leadership. Other topics include 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

This class focuses on advanced drill and advanced fitness, and it emphasizes community service. Students must have concurrent registration in Naval Science 1 and 2, and 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

This course focuses on advanced drill, advanced fitness, and the study and preparation of honors and ceremonies, and it emphasizes service learning. Students must have concurrent registration in Naval Science 2, 3, or 4; be an active participant with a NJROTC team; and have 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 and university prerequisites and satisfy 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 corequisites may choose to take the laboratories as a nongraded 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 include the 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 college-level general biology 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. Students meeting the prerequisites have open access to AP 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. Students meeting the prerequisites have open access to IB courses.

IB BIOLOGY HL

Grade Level: 12

1 Unit

Prerequisite: IB Biology SL

This is the 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. Students meeting the prerequisites have open access to IB courses

BIOTECHNOLOGY

Grade Level: 11, 12

1 Unit

Prerequisite: Math I, Biology I, Chemistry

In this course, students will focus on the history of biotechnology (selective breeding, cell theory, and 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 I 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 I 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. Students meeting the prerequisites have open access to AP 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. Students meeting the prerequisites have open access to IB courses.

IB CHEMISTRY HL

Grade Level: 12 **1 Unit**

Prerequisite: Honors Chemistry I, Math II or higher
Corequisite: Chemistry Laboratory

This second course of a two-year IB HL sequence will deepen and broaden 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. Students meeting the prerequisites have open access to IB courses.

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. Students meeting the prerequisites have open access to AP 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, and atomic and nuclear physics. Both the course and the lab are scheduled as concurrent courses. Students meeting the prerequisites have open access to AP 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, students 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, students 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

This second course of a two-year IB HL sequence will deepen and broaden 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. Students meeting prerequisites have open access to AP 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. Students meeting prerequisites have open access to IB courses.

ASTRONOMY**Grade Level: 11, 12****1 Unit***Recommendation: Physical Science, Math I or higher*

This course will present 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 will also be 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, and comets (and other small solar system bodies). Additional units will cover the history of astronomy, telescopes, galaxies, stars (pulsars, neutron stars, black holes), cosmology, relativity, and the possibility of life elsewhere in the universe.

FORENSIC SCIENCE**Grade Level: 11, 12****1 Unit***Prerequisite: Biology, Chemistry, and Math II or higher**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 will provide students 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, that student must take another social studies course as the fourth credit 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*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Core Courses: Civics and Economics** Honors Civics and Economics** World History Honors World History	Core Courses: Civics and Economics** Honors Civics and Economics** World History Honors World History	Core Courses: American History I*** Honors American History I*** American History II Honors American History II	Core Courses: American History I*** Honors American History I*** American History II Honors American History II
Other options, dependent upon availability by school			
Freshman Seminar: Cultural Identity and Image AP Human Geography Psychology Honors Psychology AP Psychology AP World History World Humanities Honors World Humanities	African American History Honors African American History AP European History AP Government and Politics AP Comparative Government AP Human Geography Psychology Honors Psychology AP Psychology AP World History World Humanities Honors World Humanities	African American History Honors African American History American Humanities Honors American Humanities AP European History AP Government and Politics AP Comparative Government IB History of the Americas AP Human Geography AP Macroeconomics AP Microeconomics IB Philosophy SL Psychology Honors Psychology AP Psychology IB Psychology SL Sociology Honors Sociology Turning Points in American History Honors Turning Points in American History AP US History AP World History World Humanities Honors World Humanities	African American History Honors African American History American Humanities Honors American Humanities AP European History AP Government and Politics AP Comparative Government AP Human Geography AP Macroeconomics AP Microeconomics IB Philosophy SL or HL Psychology Honors Psychology AP Psychology IB Psychology SL or HL Sociology Honors Sociology Turning Points in American History Honors Turning Points in American History AP US History AP World History World Humanities Honors World Humanities IB 20th Century World Honors 20th Century Civil Liberties, Civil Rights

Pursuant to state graduation requirements, the following Advanced Placement (AP) and International Baccalaureate (IB) satisfy NCSBE graduation requirements:

- AP World History satisfies the World History credit requirement.
- AP United States History and an additional social studies elective satisfy the American History I and American History II credit requirement.
- 1 credit of IB History of the Americas and an additional social studies elective satisfy the American History I and American History II credit requirements.

* There is no state-required sequence for the core social studies courses.

** The full course title is "American History: The Founding Principles, Civics, and Economics."

*** The full course title is "American History I: The Founding Principles."

Course Descriptions

AMERICAN HISTORY I: THE FOUNDING PRINCIPLES

Grade Level: 9, 10, 11, 12

1 Unit

This course begins with the European exploration of the new world, tracing major trends up through Civil War and Reconstruction. Students will examine the historical and intellectual origins of the United States; exploration, colonization, and colonial America; the cause, course, and consequence of the American Revolution; and the creation of the US Constitution. The course will also guide students through the development of political parties; American expansion; the cause, course, and consequences of the Civil War; and the impact of Reconstruction. The standards for this course have been designed to provide a framework for studying political, social, economic, and cultural issues and analyzing the impact these issues have had on American society over time. Thus, this course goes beyond memorization of isolated facts to higher-level thinking skills, encouraging students to make historical assessment and evaluation.

HONORS AMERICAN HISTORY I: THE FOUNDING PRINCIPLES

Grade Level: 9, 10, 11, 12

1 Unit

This course begins with the European exploration of the new world, tracing major trends up through Civil War and Reconstruction. Students will examine the historical and intellectual origins of the United States; exploration, colonization, and colonial America; the cause, course, and consequence of the American Revolution; and the creation of the US Constitution. The course will also guide students through the development of political parties; American expansion; the cause, course, and consequences of the Civil War; and the impact of Reconstruction. The standards for this course have been designed to provide a framework for studying political, social, economic, and cultural issues and analyzing the impact these issues have had on American society over time. Thus, this course goes beyond memorization of isolated facts to higher-level thinking skills, encouraging students to make historical assessment and evaluation. 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

Recommended Prerequisite: American History I

Part two of the American History course requirements, this course will pick up chronologically where American History I ends. This course will guide students through the late 19th century through the early 21st century, examining

the political, economic, social, and cultural development of the United States from the end of Reconstruction to present. Students will trace changes in American society, the movement toward equal rights for minorities and women, and the role of the United States as a world power. Students will study the changing role of the federal government and courts as well as the tension between the individual and the state. Ultimately, students should 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 increasingly interconnected world. Thus, this course goes beyond memorization of isolated facts to higher-level thinking skills, encouraging students to make historical assessment and evaluation.

HONORS AMERICAN HISTORY II

Grade Level: 9, 10, 11, 12

1 Unit

Recommended Prerequisite: American History I

Part two of the American History course requirements, this course will pick up chronologically where American History I ends. This course will guide students through the late 19th century through the early 21st century, examining the political, economic, social, and cultural development of the United States from the end of Reconstruction to present. Students will trace changes in American society, the movement toward equal rights for minorities and women, and the role of the United States as a world power. Students will study the changing role of the federal government and courts as well as the tension between the individual and the state. Ultimately, students should 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 increasingly interconnected world. Thus, this course goes beyond memorization of isolated facts to higher-level thinking skills, encouraging students to make historical assessment and evaluation. 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 framework for understanding the basic tenets of American democracy, government, citizenship, and economics. Three strands run through this course: civics and government (C&G), personal financial literacy (PFL) and economics. The C&G strand will develop students' understanding of constitutional democracy, its fundamental principles and values, civic participation and

responsibilities, and democratic procedures as tools for decision-making and conflict management. The economic and PFL strands will provide students with an understanding of factors in making economic decisions, consumer protection and empowerment, economic interdependence, and government roles in economic policy. Students also explore concepts and factors that enable individuals to make informed personal financial decisions for financial security. This course ultimately should help students be more responsible and effective citizens in an interdependent world.

HONORS AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS

Grade Level: 9, 10, 11, 12

1 Unit

This course provides a framework for understanding the basic tenets of American democracy, practices of American government, basic concepts of American politics and citizenship, and concepts in macro- and microeconomics and personal finance. Three strands run through this course: civics and government (C&G), personal financial literacy (PFL) and economics. The C&G strand will develop students' understanding of constitutional democracy, its fundamental principles and values, civic participation and responsibilities, and democratic procedures as tools for decision-making and conflict management. The economic and PFL strands will provide students with an understanding of factors in making economic decisions, consumer protection and empowerment, economic interdependence, and government roles in economic policy. Students also explore concepts and factors that enable individuals to make informed personal financial decisions for financial security. This course ultimately should help students be more responsible and effective citizens in an interdependent world. The honors level of this course covers material in greater breadth and depth, increasing the complexity of interaction between ideas. Students will learn how to express and defend their ideas through civil discourse.

AP UNITED STATES HISTORY

Grade Level: 11, 12

1 Unit

Recommended: 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 US 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. Students meeting the prerequisites have open access to AP courses.

IB HISTORY OF THE AMERICAS

Grade Level: 11

1 Unit

Prerequisite: American History: The Founding Principles, Civics, and Economics

This class is the first year of a two-year sequence to prepare for the IB History HL exam. Participants will study 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, and 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. Students meeting the prerequisites have open access to IB courses.

WORLD HISTORY

Grade Level: 9, 10, 11, 12

1 Unit

This course will address major turning points throughout history that have shaped the modern world, ranging from legal systems in ancient civilizations to global social and environmental changes in the last half of the 20th century. General topics include river valley civilizations, ancient empires, the Middle Ages, global exploration, reform and revolution, world conflict, and global interconnectedness. The goal of this course is to help students develop relevant enduring understandings of current world issues and to relate them to their historical, political, economic, geographical, and cultural contexts. As students examine the historical roots of significant events, ideas, movements, and phenomena, they will encounter the contributions and patterns of civilizations of the past and societies around the world. Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by such concepts as civilization, revolution, government, economics, war, stability, movement, and technology.

HONORS WORLD HISTORY

Grade Level: 9, 10, 11, 12

1 Unit

This course addresses the same general topics found in World History and holds the same goal of helping students develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. However, the honors level of this course covers material in greater depth and speed, increasing the complexity of interaction between concepts, and requires students to take greater responsibility for their learning by participating in critical analysis and application, reflective thinking, scholarly and creative processes, and problem seeking and solving.

AP WORLD HISTORY

Grade Level: 9, 10, 11, 12

1 Unit

The purpose of the AP World History course is for students to develop a 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. Students meeting the prerequisites have open access to AP courses.

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, and 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. Students meeting the prerequisites have open access to IB courses.

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

This course will provide 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 who have contributed to this. The course will blend in current events and other modern cultural 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.

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 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

Recommended Prerequisite or Corequisite: American History I and II or AP US History

The course emphasizes the human journey associated with being and/or becoming American from the early national period to the modern era. The course will use a 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 will 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—will be emphasized.

HONORS AMERICAN HUMANITIES**Grade Level:** 11, 12**1 Unit***Recommended Prerequisite or Corequisite: American History I and II or AP US History*

Continues the examination of American culture and experience from the early national period to the modern era. This course, however, provides more depth and is more writing-intensive, with a 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 Corequisite: 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 the 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 for intermediate and advanced college courses. Students meeting the prerequisites have open access to AP courses.

AP GOVERNMENT AND POLITICS COMPARATIVE**Grade Level:** 10, 11, 12**1 Unit***Recommended Prerequisite: 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, show available institutional alternatives, explain differences in processes and policy outcomes, and communicate the importance of global political and economic changes. Students meeting the prerequisites have open access to AP courses.

**AP GOVERNMENT AND POLITICS
UNITED STATES****Grade Level:** 10, 11, 12**1 Unit***Recommended Prerequisite: 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 US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics. Students meeting the prerequisites have open access to AP courses.

AP HUMAN GEOGRAPHY**Grade Level:** 9, 10, 11, 12**1 Unit**

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the 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. Students meeting the prerequisites have open access to AP courses.

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. Students meeting the prerequisites have open access to AP courses.

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. Students meeting the prerequisites have open access to AP courses.

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 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. Students meeting the prerequisites have open access to IB courses.

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. Students meeting the prerequisites have open access to IB courses.

PSYCHOLOGY

Grade Level: 11, 12

1 Unit

This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students study human development, learning, motivation, and personality with an emphasis on the empirical examination of behavior and mental processes. They examine the relationship between biology and behavior; how conditioning, learning, and cognition affect behavior; and how interaction with others influences thoughts, feelings, perceptions, and behaviors. Students will analyze human development throughout the lifespan and study human differences and strategies for coping when those differences create dysfunction.

HONORS PSYCHOLOGY

Grade Level: 11, 12

1 Unit

This course 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

This course introduces a 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. Students meeting the prerequisites have open access to AP courses.

IB PSYCHOLOGY SL

Grade Level: 11, 12

1 Unit

This course introduces a 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. Students meeting the prerequisites have open access to IB courses.

IB PSYCHOLOGY HL

Grade Level: 12

1 Unit

This second course of a two-year IB HL sequence will deepen and broaden 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. Students meeting the prerequisites have open access to IB courses.

SOCIOLOGY

Grade Level: 11, 12

1 Unit

Sociology is the study of humanity as a product of culture and society. This class considers social forces that influence behavior and focuses particularly on life problems in urban industrial societies.

HONORS SOCIOLOGY

Grade Level: 11, 12

1 Unit

Honors Sociology 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 as well as 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

This course will create in 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. This course is offered as a one- or two-year sequence and is required of all IB diploma candidates. Students meeting the prerequisites have open access to IB courses.

IB THEORY OF KNOWLEDGE II**Grade Level: 12****1 Unit***Prerequisite: IB Theory of Knowledge I*

This 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. This course is offered as a one- or two-year sequence and is required of all IB diploma candidates. Students meeting the prerequisites have open access to IB courses.

TURNING POINTS IN AMERICAN HISTORY**Grade Level: 11, 12****1 Unit**

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**

An advanced study of 10–15 key turning points in American History that were caused by and subsequently have contributed 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**

This course will 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 will be studied through a contemporary global lens and as a seminar experience with embedded skills associated with seminar participation, such as reading, researching, listening, speaking, questioning, interpreting, reasoning, and creating.

HONORS WORLD HUMANITIES**Grade Level: 9, 10, 11, 12****1 Unit**

This course continues the examination of cultures around the world and 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.

GLOBAL LANGUAGES

Previous performance in Global 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 global language becomes extremely important. The benefits of effective second language instruction focuses on the role of the individual in a multilingual, global society. Students in Global 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, Global Languages is recommended as a concentration area of focus. Although two levels of world languages are no longer a high school graduation requirement, they are the

minimum prerequisite for admission to the UNC system and some colleges in the nation. Many colleges and universities prefer or require 3–4 years of global language study.

The Global Language elective offerings vary from school to school. GCS middle school students may take global language courses that will count as a high school credit. Therefore, if a student successfully completes Level I of a global language course in middle school, he/she may register for Level II of that same global language in grade 9. To receive this credit, the student must have received a passing grade. While the courses will receive high school credit, the students' GPA will be computed with courses taken only during the high school years.

Global Languages

French I
French II
Honors French III
Honors French IV
Honors French V
AP French Language and Culture
IB French Language SL/HL
French *ab initio* A
Honors French *ab initio* B
German I
German II
Honors German III
Honors German IV
AP German Language and Culture
Modern Hebrew I
Modern Hebrew II

Honors Hebrew III
Honors Hebrew IV
Honors Hebrew V
Honors Hebrew VI
IB Hebrew SL
Japanese I
Japanese II
Honors Japanese III
AP Japanese Language and Culture
Latin I
Latin II
Honors Latin III
Honors Latin IV
AP Latin
IB Latin SL/HL
Mandarin Chinese I
Mandarin Chinese II

Honors Mandarin Chinese III
Spanish I
Spanish II
Honors Spanish III
Honors Spanish IV
Honors Spanish V
AP Spanish Language and Culture
AP Spanish Literature and Culture
IB Spanish Language SL/HL
Spanish *ab initio* A
Honors Spanish *ab initio* B
Spanish for Heritage Speakers I
Honors Spanish for Heritage Speakers II
Medical Spanish

Course Descriptions

FRENCH I

1 Unit

This course begins a student's 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

This class continues 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

This course stresses increased integration of listening, speaking, reading, and writing. The goal is the exclusive use of French in the classroom. Some literary selections will be introduced, and the development of cultural understanding will continue with the addition of Francophone literature.

HONORS FRENCH IV

1 Unit

Prerequisite: French III or demonstrated proficiency

This course places 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*

This class will refine 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. Students meeting the prerequisites have open access to AP courses.

IB FRENCH LANGUAGE SL**1 Unit***Recommended Prerequisite: French III*

This class provides continued emphasis on reading and speaking skills with exposure to a wide variety of authentic materials, including literature, articles from the Francophone press, advertisements, audio, and films. Further, it addresses social issues relating to the cultures where the language is spoken. Credit is dependent upon student taking the IB French Language exam. Students meeting the prerequisites have open access to IB courses

IB FRENCH LANGUAGE HL**1 Unit***Recommended Prerequisite: French IV or IB French SL*

Continued emphasis is placed on oral and written mastery of the target language with exposure to a wide variety of authentic materials, including 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. Students meeting the prerequisites have open access to IB courses.

FRENCH AB INITIO A**1 Unit**

This first-level course is 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*

This second-level course is 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. Students meeting the prerequisites have open access to IB courses.

GERMAN I**1 Unit**

In this course, students will develop listening, speaking, reading, and writing skills in German. This class will provide instruction in the structure of the language and in cultural content, and students will develop pronunciation, listening, and speaking skills through imitation augmented by use of skit performance, music, and videos. German customs are also studied.

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.

HONORS GERMAN III**1 Unit***Prerequisite: German II or demonstrated proficiency*

This course provides an intensive study of language skills. This class reviews structure and emphasizes communicative competence, both written and oral, in a variety of cultural contexts. Emphasis is placed on reading literary selections.

HONORS GERMAN IV**1 Unit***Prerequisite: German III or demonstrated proficiency*

This class 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 will study historical and contemporary topics, conduct discussions in German, and write original compositions. Students may choose to take the AP exam.

AP GERMAN LANGUAGE AND CULTURE

Grade Level: 10, 11, 12

1 Unit

Prerequisite: German III or demonstrated proficiency and teacher recommendation

AP German Language and Culture emphasizes the use of language for active communication and will help students develop a strong command of vocabulary and structure; an understanding of spoken German in various conversational situations; the ability to read newspaper and magazine articles, contemporary fiction, and nontechnical writings without the use of a dictionary; and fluency and accuracy in expressing ideas orally and in writing. Students meeting the prerequisites have open access to AP courses.

MODERN HEBREW I

1 Unit

This course serves as 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.

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, dialogue, newspapers, and creative projects.

HONORS HEBREW IV

1 Unit

Prerequisite: Hebrew III or demonstrated proficiency

Working with a strong vocabulary and grammar comprehension, 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.

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 offered. The student will be expected to read texts and translate them independently, write compositions, analyze the works of modern Israeli 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.

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 offered. The student will be expected to read texts and translate them independently, write compositions, analyze the works of modern Israeli 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.

IB HEBREW SL

1 Unit

Recommended Prerequisite: Hebrew IV

This course offers a continued emphasis on reading, writing, listening, and speaking skills with exposure to a wide variety of both traditional and contemporary literature. Stress will be 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. Students meeting the prerequisites have open access to IB courses.

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.

JAPANESE II**1 Unit**

Prerequisite: Japanese I or Japanese 1A and 1B or demonstrated proficiency

In this continuation of Japanese I, the development of Japanese language skills is further enhanced. This course stresses a greater understanding of the aural, oral, and written aspects of the language, including advanced grammar, increased vocabulary, verb conjugation, and idiomatic expressions. Students will continue reading and writing both Japanese and Chinese characters, and cultural awareness will be further developed.

HONORS JAPANESE III**1 Unit**

Prerequisite: Japanese II or demonstrated proficiency

This course is a continuation of Japanese Level II and is 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.

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. Students meeting prerequisites have open access to AP courses.

LATIN I**1 Unit**

This class presents a study of the fundamentals in Latin 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 will increase skills with an emphasis on translation and grammar skills, reading comprehension, and increased cultural knowledge.

HONORS LATIN III**1 Unit**

Prerequisite: Latin II or demonstrated proficiency

Students will be 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. Students meeting prerequisites have open access to AP courses.

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. Students meeting the prerequisites have open access to IB courses.

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. Students meeting the prerequisites have open access to IB courses.

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.

MANDARIN CHINESE II

1 Unit

Prerequisite: Mandarin Chinese I or Mandarin Chinese 1A and 1B or demonstrated proficiency

In this course, a continuation of Mandarin Chinese Level I, the development of Mandarin Chinese language skills is further enhanced. This course stresses a greater understanding of the oral and written aspects of the language, increased vocabulary, and idiomatic expressions. Cultural awareness is further developed.

HONORS MANDARIN CHINESE III

1 Unit

Prerequisite: Mandarin Chinese II or demonstrated proficiency

This is a continuation of Mandarin Level II and is 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.

SPANISH I

1 Unit

In this course, students will 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

This class gives a greater emphasis 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

This course stresses the 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

This course places a continued emphasis on reading and speaking skills with exposure to a wide variety of literatures. Stress is 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

This class will enable students to refine their 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 will be further explored as an essential component of language proficiency. Students meeting the prerequisites have open access to AP courses.

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's prescribed curriculum. It includes an in-depth analysis of literary works of selected Hispanic authors and focuses on the further refinement of communicative skills. Students meeting the prerequisites have open access to AP courses.

IB SPANISH LANGUAGE SL

1 Unit

Recommended Prerequisite: Spanish IV

Continued emphasis is placed on reading, writing, listening, and speaking skills with exposure to a wide variety of both traditional and contemporary literature. This course stresses 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. Students meeting the prerequisites have open access to IB courses.

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 students completing the requisite internal assessment and taking the IB Spanish HL exam. Students meeting the prerequisites have open access to IB courses.

SPANISH AB INITIO A**1 Unit**

This first-level course is 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. Students meeting the prerequisites have open access to IB courses.

HONORS SPANISH AB INITIO B**1 Unit***Prerequisite: Spanish ab initio A*

This second-level course is 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 students' 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 professional cultural sensitivity when approaching Spanish-speaking patients (availability depending on school site).

Global Language Proficiency

Students who are not native English speakers may meet the global 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 global 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 9th 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 US 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
Leadership Development
SAT Preparation

ACT Preparation
Success 101

Course Descriptions

EDUCATION IN AMERICA: TEACHER CADETS I

Grade Level: 11, 12

1 Unit

Approval by Application

This course is designed to introduce students to the profession of education. Students will 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

This course 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

This class teaches good test-taking skills and provides a 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

This course addresses helpful test-taking skills for success on the ACT college readiness examination and 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. The SAT and the ACT are both college admissions tests but have different formats. Consider taking both to maximize your scores. The ACT will be administered to all high school juniors 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 – Extracurricular 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 for more information.

Goals for College and Career Readiness

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 types 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

- 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.
- 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 literature and guidebooks. Use the internet to check out college and university websites. Websites like www.cfnc.org, www.ACT.org, and 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/Theater 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.
- 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 to ensure you have a seat. Check with your school counselor before registering to see whether you 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.

Senior Year

- 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.
- Attend the GCS College Night to get your questions answered by admissions representatives.
- If you need financial aid, talk to your counselor about the FAFSA (Free Application for Federal Student Aid) process. Check to see whether 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.
- Complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.
- 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.

CAREER AND TECHNICAL EDUCATION CAREER PATHWAY WORKSHEET

Select a career pathway within a career cluster that aligns with your interests and talents. At least three credits must be Foundational courses. The fourth credit may be either Foundational or Enhancement. Talk with your counselor and Career Development Coordinator about the recommended sequence of courses for a career pathway. Remember your career pathway will include a Level II course indicated by an asterisk (*) to fulfill the requirements for a CTE Concentrator Course of Study. Choose rigorous academic courses that complement your career pathway. 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.

Index

A

Academic Language, 107
Accounting I, 65
ACT Preparation, 144
Adobe Video Design, 63
Adobe Visual Design, 63
Advanced Functions and Modeling, Honors, 119
Advanced Modeling & Animation, 95
Aerospace Science I, II, III, IV, V, 122
African-American History, 134
African-American Male Freshman Seminar:
Cultural Identity and Image, 134
Agriscience Applications, 54
American History I:
The Founding Principles, 132
American History: The Founding Principles,
Civics & Economics, 111, 132
American History I, II, 111, 112
American History II, 132
American Humanities, 134
Animal Science I, 54
Apparel & Textile Production I, II, 91, 62, 87
AP Art History, 49
AP Biology, 126
AP Calculus AB, BC, 119
AP Chemistry, 126
AP Computer Science, 79, 120
AP Computer Science Principles, 79, 120
AP English Language and Composition, 104
AP English Literature and Composition, 104
AP Environmental Science, 129
AP European History, 134
AP French Language and Culture, 139
AP German Language and Culture, 140
AP Government and Politics: Comparative, 135
AP Government and Politics: United States, 135
AP Human Geography, 135
AP Japanese Language & Culture, 141
AP Latin, 141
Applied Science, 109
AP Macroeconomics, 135
AP Microeconomics, 135
AP Music Theory, 48
AP Physics 1, 2, Lab. 1, 2, 127
AP Physics C:
Electricity and Magnetism, Lab., 128
AP Physics C: Mechanics, Lab., 128
Applied Science, 109
AP Psychology, 136
AP Spanish Language and Culture, 142
AP Spanish Literature and Culture, 142
AP Statistics, 120
AP Studio Art: 2-D Design, 49
AP Studio Art: 3-D Design, 49
AP Studio Art: Drawing, Lab, 49
AP United States History, 133
AP World History, 134
Army JROTC, IA, IB, II, III, IV, 123
Art 2-D Lab, 49
Art 3-D Lab, 49
Astronomy, 129
Automotive Service I, II, III, 97, 98
Aviation I, 98

B

Band Beginning, 45
Band Intermediate, 45
Biology, 109
Biology A, B, 112
Biology I, II, 125
Biology Laboratory, 126
Biomedical Technology I, II, 70
Biotechnology, 126
Business Law, 65, 68, 91

C

Career Training, 109
Carpentry I, II, III, 57, 58
Chemistry I, Lab., 126, 127
Civics and Governance I, II, 112
Collision Repair I, 98
Collision Repair Nonstructural, 98
Collision Repair Refinishing, 99
Common Core Math I, 110
CompTIA IT Fundamentals, 83
Computer Engineering Technology I, 80
Computer Graphics Beginning, 50
Computer Graphics Intermediate, 50
Computer Programming I, 80
Core and Sustainable Construction, 57
CTE Advanced Studies, 55, 60, 64, 67, 69, 71,
75, 79, 81, 85, 88, 91, 94, 100
CTE Apprenticeship, 57, 61, 64, 67, 69, 73, 76,
78, 84, 86, 89, 92, 96, 100
CTE Internship, 56, 61, 64, 67, 69, 73, 76, 80,
84, 86, 89, 92, 96, 100
Creative Writing I, II, 105
Culinary Arts & Hospitality I, II, 74

D

Dance Beginning, 43
Dance Intermediate, 43
Developing Communication in the
Content Areas, 107

Diesel Technology I, II, III, 99
Digital Forensics & Cyber Security, 41
Digital Media, Advanced, 62
Discrete Mathematics, 119
Discrete Mathematics Honors, 119
Drafting I, 58, 88, 93

E

Early Childhood Education I, 77
Earth/Environmental Science, 128
E-Commerce I, 81
Education in America: Teacher Cadet I, 144
Electrical Trades I, II, 58, 59
Electronics I, 87
Emergency Management I, 85
Engineering Design, 94
Engineering Principles I, II, III, 94
English I, II, III, IV, 103, 104, 109, 111
Entrepreneurship I, 61, 63, 65, 68, 72, 74, 78,
84, 88, 90, 96, 99
Environmental Science Lab, 129
ELD Literature and Composition, 107
ELD Tutorial, 107
ELD World Studies, 107
Expanding Communication in the
Content Areas, 107

F

Fashion Merchandising, 61, 63, 88, 90
Financial Management I, II, 110, 111, 112
Forensic Science, 129
Foundations of Information Technology, 81
Foundations of NC Math 1, 2, 118
French I, II, III, IV, V, 138, 139
French: *AB Initio A*, 139

G

Game Art Design, Advanced, 63
German I, II, III, IV, 139
Grammar and Composition, 105
Guitar Beginning, 47
Guitar Intermediate, 47

H

Health and Physical Education I, 113
Health Science I, II, 70, 71
Health Team Relations, 70
Heating, Ventilation and A/C I, II, 59
Honors 20th Century Civil Liberties,
Civil Rights, 134
Honors Accounting II, 68
Honors Advanced 3-D Specialization, 49
Honors African American History, 134
Honors American History I:
The Founding Principles, 132
Honors American History: The Founding
Principles, Civics, and Economics, 132
Honors American History II, 132
Honors American Humanities, 135
Honors Animal Science II, 54
Honors Animal Science II - Small Animal, 55
Honors Army JROTC IV, 123
Honors Astronomy, 129
Honors Aviation II, 98
Honors Aviation Manufacturing, 98
Honors Ballet Advanced, 44
Honors Ballet Proficient, 44
Honors Band Advanced, 45
Honors Band Proficient, 45
Honors Biology I, II, 125, 126
Honors Business Management, 66
Honors Chemistry I, II, 126
Honors Computer Engineering II, 81
Honors Computer Graphics Advanced, 50
Honors Computer Graphics Proficient, 50
Honors Computer Programming I, II -
Oracle Database, 80
Honors Computer Programming I, II -
SAS, 80
Honors Computer Programming II, 80
Honors Creative Writing III, 106
Honors Dance Advanced, 44
Honors Dance Proficient, 44
Honors Drafting II, III - Architectural, 58
Honors Digital Design & Animation, 94
Honors Early Childhood Education II, 77
Honors Earth/Environmental Science, 128
Honors E-Commerce II, 81
Honors Electronics, I, II, III, IV, 87, 88, 89
Honors Electrical Trades III, 59
Honors Entrepreneurship I, II, 56, 66, 75, 90
Honors English I, II, III, IV, 103, 104
Honors Essentials for College Writing, 105
Honors French III, IV, V, 138, 139
Honors French: *AB Initio B*, 139
Honors German III, IV, 139
Honors Guitar Advanced, 48
Honors Guitar Proficient, 48
Honors Hebrew III, IV, V, VI, 140
Honors Horticulture II, 55
Honors Human Anatomy & Physiology, 129
Honors Human Genetics, 129
Honors Japanese III, 141

Honors Jazz Band Advanced, 46
Honors Jazz Band Proficient, 46
Honors Journalism/Newspaper I, II, 105
Honors Journalism/Yearbook I, II, 105
Honors Latin III, IV, 141
Honors Logistics I, 99
Honors Logistics II -
Inventory and Warehousing, 99
Honors Mandarin Chinese III, 142
Honors Marine Science, 129
Honors Modern Hebrew III, IV, V, VI, 140
Honors Music Theory (Advanced), 48
Honors Network Administration II, III, 82
Honors Network Engineering Tech. I-Cisco 82
Honors Network Engineering Tech., II, III -
Cisco, 83
Honors Network Engineering IV, 84
Honors Nursing Fundamentals, 71
Honors Orchestra Advanced, 47
Honors Orchestra Proficient, 47
Honors Pharmacy Technician, 71
Honors Photographic Design Advanced, 50
Honors Photographic Design Proficient, 50
Honors Physics, 127
Honors Project Management I, 55, 60, 64, 67,
69, 75, 83, 88, 91, 100
Honors Psychology, 136
Honors Sociology, 136
Honors Spanish, III, IV, V, 142
Honors Spanish *AB Initio B*, 143
Honors Spanish for Heritage Speakers II, 143
Honors Speech/Debate, 106
Honors Strategic Marketing, 67, 69, 91, 100
Honors Tap Advanced, 44
Honors Technical Theater I Proficient, 45
Honors Technical Theater II Advanced, 45
Honors Theater Arts Advanced, 44
Honors Theater Arts Proficient, 44
Honors Theater Studies I Proficient, 44
Honors Theater Studies II Advanced, 45
Honors Turning Points in American History, 137
Honors Veterinary Assisting, 55
Honors Visual Art Advanced, 48
Honors Visual Art Proficient, 48
Honors Vocal Music Advanced, 47
Honors Vocal Music Proficient, 47
Honors World History, 133
Honors World Humanities, 137
Horticulture I, 55, 96
Horticulture II - Landscaping, 55
Horticulture II - Turfgrass Management, 55
Hospitality and Tourism, 74, 86, 92
Human Anatomy and Physiology, 129

I

IB 20th Century World History, 134
IB Art/Design HL, SL, 49
IB Biology SL, HL, 126
IB Business Management, 66
IB Chemistry SL, HL, 127
IB English III, IV, 104
IB Environmental Systems
and Societies SL, 129
IB French Language, SL, HL, 139
IB Hebrew SL, 140
IB History of the Americas, 133
IB Latin SL, HL, 141
IB Mathematics SL, HL, 120
IB Mathematical Studies SL, 120
IB Music, 48
IB Philosophy, SL, HL, 135
IB Psychology SL, HL, 136
IB Physics SL, HL, 128
IB Spanish Language SL, HL, 142
IB Theater Arts SL, 45
IB Theory of Knowledge I, II, 136
Interior Applications, 59
Interior Design I, II, 59, 64
Interior Digital Applications, 59
Introduction to Automotive Service, 97
Introduction to Child Development, 73, 77
Introduction to Collision Repair, 98
Introduction to Culinary Arts, 74
Introduction to Culinary Arts & Hospitality, 56
Introduction to Mathematics I, 110
Introduction to Modeling & Animation, 63, 95

J

Japanese I, II, 140, 141
Jazz Band Beginning, 46
Jazz Band Intermediate, 46
Journalism/Newspaper I, II, 105
Journalism/Yearbook I, II, 105

L

Latin I, II, III, IV, 141
Leadership Development, 144
Life Science, 112
Life Skills I, II, 112
Lifetime Sports I, II, 114

M

Mandarin Chinese I, II, 142
Marine Corps JROTC I, II, III, IV, V, 123, 124
Marine Science, 128
Marketing, 56, 61, 63, 67, 69, 72, 74, 88, 90, 100
Marketing Applications, 90, 100
Masonry I, II, III, 60
Math IA, IB, 111
Media Performance Beginning, 45
Media Services I, 121
Metals Manufacturing Technology I, II, 88
Microsoft Excel, 56, 61, 64, 66, 68, 72, 76, 78, 82,
86, 89, 92, 96, 100
Microsoft Word & PowerPoint, 56, 61, 63, 66, 69,
72, 76, 78, 81, 86, 89, 92, 96, 100
Modern Hebrew I, II, 140
Multicultural Literature, 106
Multimedia & Webpage Design, 61, 63, 76,
82, 89, 92, 96

N

Naval Sc. I, II, V Honors III, IV, V, 124
NC Elective Health, Safety, Independent Living, 112
NC Math 1, 2, 3, 118
NC Math 1, 2, 3 Honors, 118, 119
NC Vocational Preparation, 112

O

Occupational Prep. I, IIA, IIB, IIIA, IIIB, IV, 110
Orchestra Beginning, 47
Orchestra Intermediate, 47

P

Personal Finance, 55, 60, 64, 67, 69, 72, 76, 78,
83, 86, 89, 92, 96, 100
Photographic Design Beginning, 50
Photographic Design Intermediate, 50
Physical Fitness - Advanced, 114
Physical Fitness - Beginner, 114
Physical Fitness - Intermediate, 114
Physical Fitness - Proficient, 114
Physical Science, 127
Physics, 127, Physics I Lab, 127
Physics C: Electricity and Magnetism Lab, 128
PLTW Aerospace Engineering Design, 94
PLTW Environmental Sustainability, 95
PLTW Honors Engineering Design and
Development, 95
PLTW Human Body Systems, 72
PLTW Introduction to Engineering Design, 94
PLTW Medical Interventions, 72
PLTW Principles of Engineering, 94
PLTW Principles of Biomedical Sciences, 71
Pre-Calculus Honors, 119
Prostart 1, 75
Principles of Business & Finance, 56, 60, 64, 66,
69, 73, 75, 78, 83, 86, 88, 91, 96, 100
Psychology, 135
Public Health Fundamentals, 71
Public Safety I, II, 73, 85

S

SAT Preparation, 145
Scientific & Technical Visualization I, II, 64, 95
Skills Development I, II, 109
Sociology, 136
Spanish I, II, 142
Spanish *AB Initio A*, 143
Spanish for Heritage Speakers I, 143
Speech/Debate, 106
Sports & Entertainment Marketing I, II, 75
Sports Medicine I, II, 115
Strategic Literacy, 106
Success 101, 144
Survey of Bible Literature, 106

T

Team Sports I, II, 113, 114
Technological Design, 95
Technology, Engineering and Design, 95
Theater Arts Beginning, 44
Theater Arts Intermediate, 44
Theater Studies Lab I, II, 44, 45
Turning Points in American History, 137

V

Video Production Beginning, 121
Video Production Intermediate, 121
Virtual Enterprises International (VEI) I, 66, 69, 91
Visual Art Beginning, 48
Visual Art Intermediate, 48
Vocal Music Beginning, 46
Vocal Music Intermediate Concert Choir, 46
Vocal Music Intermediate Women's Chorus, 46

W

Weight Training and Conditioning - Advanced, 115
Weight Training and Conditioning - Beginner, 115
Weight Training and Conditioning -
Intermediate, 115
Weight Training and Conditioning - Proficient, 115
World History, 133
World Humanities, 137

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.

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



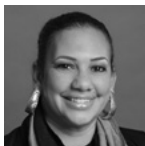
DISTRICT 1
T. Dianne Bellamy Small
(336) 580-4655
bellamysmall@gcsnc.com



DISTRICT 7
Byron Gladden
(336) 690-9610
gladdeb@gcsnc.com



DISTRICT 2
Anita Sharpe
(336) 294-5238
sharpeaw@hotmail.com



DISTRICT 8
Deena A. Hayes
(336) 690-9516
hayesd@gcsnc.com



DISTRICT 3
Pat Tillman
(336) 580-9270
tillmap@gcsnc.com



AT-LARGE
Winston McGregor
(336) 279-6585
mcgregw@gcsnc.com



DISTRICT 4
Linda Welborn
(336) 674-8504
welborl@gcsnc.com



Superintendent
Sharon L. Contreras, PhD
(336) 370-8992
superintendent@gcsnc.com



DISTRICT 5
Darlene Garrett
(336) 643-6070
dygarr@aol.com



DISTRICT 6
Khem Irby
(336) 402-3967
irbyk@gcsnc.com

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