

GUILFORD COUNTY SCHOOLS



MIDDLE SCHOOL REGISTRATION

2025-2026





Dear GCS Students,

Welcome to the 2025-26 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 please work with your counselors and parents to draft a plan that helps you reach your goals.

GCS is proud to offer courses and programs that will help prepare you for the college and career of your dreams. I encourage you to challenge yourself, explore new subjects and set yourself up for success in the future.

With appreciation,

Whitney Oakley, Ed.D.
Superintendent

www.gcsnc.com

Table of Contents

INTRODUCTION	3
SHIFT_ED	3
GENERAL INFORMATION	4
NORTH CAROLINA VACCINE REQUIREMENT	4
MIDDLE SCHOOL CHOICE PROGRAMS	5
GRADING SCALE	11
ATTENDANCE	12
MIDDLE SCHOOL ATHLETIC ELIGIBILITY REQUIREMENTS	16
SUMMARY OF TESTING PROCEDURES	17
END-OF-GRADE TESTING PROGRAM	17
END-OF-COURSE TESTING PROGRAM	17
NAEP	18
SPECIAL SERVICES	19
COURSE INFORMATION	30
HEALTH AND PHYSICAL EDUCATION	30
LANGUAGE ARTS	30
SOCIAL STUDIES	31
SCIENCE	32
MATHEMATICS	32
JROTC	32
VIRTUAL LEARNING OPTIONS	33
CTE CONCENTRATOR	33
CTE'S WHY	33
CTE IN MIDDLE SCHOOL	34
CFNC.ORG	34
GCS SECONDARY MATHEMATICS PATHWAY OPTIONS	35
COURSE DESCRIPTIONS	37
GRADE 6	37
GRADE 7	40
GRADE 8	43
ARTS EDUCATION	47
CAREER AND TECHNICAL EDUCATION	55
GRADE 6	57
GRADE 7	59
GRADE 8	61
GLOBAL LANGUAGES	63
TRANSITIONING TO HIGH SCHOOL	67
GRADUATION REQUIREMENTS (POLICY 3460)	68
FUTURE-READY CORE	68
REPEATING A COURSE FOR WHICH CREDIT WAS EARNED	69
REPEATING A COURSE	69
EARLY GRADUATION	69
DIPLOMA ENDORSEMENTS	70
STATE AND LOCAL COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION	71
COURSE WITHDRAWAL PENALTY	76
WITHDRAWAL FROM AN EOC COURSE	76
AP COURSE CREDIT	77
GUILFORD COUNTY SCHOOLS	
MIDDLE SCHOOLS	78
GUILFORD COUNTY BOARD OF EDUCATION MEMBERS, DISTRICTS, AND CONTACT INFORMATION	79

Introduction

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

Outstanding middle schools typically exhibit the following characteristics:

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

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

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

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

shift_ed

A non-profit organization committed to boldly accelerating student potential. Staff, volunteers, and partners work together to provide the individualized supports that each student needs to be successful from elementary school all the way to the workforce.



Leveraging an equity-based model, data, and strong partnerships within the Education Continuum, shift_ed ensures evidenced-based supports reach students with the greatest need. We want students to see that anything is possible and find success in their diverse educational and career pathways.

Please visit [shift-ed.org](https://www.shift-ed.org).

General Information

The middle school day includes core courses (language arts, social studies, science, mathematics, and health and physical education) and elective courses (arts education, career and technical education (CTE), and global languages). Middle school students register for core courses and elective classes.

The information provided in this book is current at the time of printing. We recommend that you work closely with your school counselor during the registration period to be aware of any changes. For more information, please refer to the **Registration Toolbox** located on the GCS website.

Go to www.gcsnc.com and search for **Registration Toolbox**.

Student Achievement Guide 2025-26

The Student achievement Guide for students and parents for the 25-26 school year will be available on our website in August 2025.

North Carolina Vaccine Requirement

North Carolina General Statute (G.S.) 130A-152(a) requires immunizations for every child present in the state. Every parent, guardian or person in loco parentis is responsible for ensuring that their child(ren) receive required immunizations. If you have specific questions regarding your child, please contact your child's health care provider or your local health department. North Carolina requires 5 doses of Diphtheria, tetanus and pertussis (DTaP) immunizations. Three doses by age seven months and two booster doses, the first by age 19 months and the second on or after the fourth birthday and before entering school for the first time. If the fourth dose was administered on or after the fourth birthday, the fifth dose is not required. A booster dose of tetanus/diphtheria/pertussis (Tdap) vaccine is required for individuals who have not previously received it and are entering the seventh grade or by 12 years of age, whichever comes first.

Individuals entering college or university for the first time on or after July 1, 2008 must have had three doses of tetanus/diphtheria toxoid; one of which must be tetanus/diphtheria/pertussis.

Students must also have two doses of Meningococcal. One dose is required for individuals entering the seventh grade or by 12 years of age, whichever comes first, on or after July 1, 2015. A booster dose is required for individuals entering the 12th grade or by 17 years of age, whichever comes first. Individuals who entered seventh grade before July 1, 2015 are not required to receive the first dose. The booster dose does not apply to individuals who entered the 12th grade before August 1, 2020. If the first dose is administered on or after the 16th birthday, a booster dose is not required. Individuals born before January 1, 2003 shall not be required to receive meningococcal conjugate vaccine.

For more information, go to www.gcsnc.com and search for Health Services and Nursing.

Middle School Choice Programs

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

ALLEN JAY MIDDLE SCHOOL – A PREPARATORY ACADEMY

Themes/Programs: College Preparation & Leadership Development

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

THE ACADEMY AT LINCOLN PERFORMING VISUAL ARTS AND GLOBAL STUDIES

Themes/Programs: Global Studies, Performing and Visual Arts

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

Additionally, our VS program for grades 4–8 is designed to provide acceleration and depth for our VS students in the GCS. Teachers are certified in teaching this unique population to ensure the courses are rigorous, providing opportunity and appropriate learning challenges. Daily instruction uses research-based methods and techniques designed specifically for challenging these VS students, including project-based learning, science, technology, engineering, and mathematics (STEM) challenging programs, and more. These students also benefit from being housed in a Global Studies and Performing and Visual Arts choice. During their middle school years, they may choose from any of these classes offered at The Academy at Lincoln as well. This program is a criteria-based selection and not a part of the choice application process.

The Performing and Visual Arts Program at The Academy at Lincoln consists of the following classes: Band, Chorus, Dance, Global Music Ensemble, Popular Music, Orchestra, Piano, Theatre and Visual Arts.

KISER MIDDLE SCHOOL

Themes/Programs: Spanish Immersion

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

BROWN SUMMIT MIDDLE SCHOOL

Theme/Program: Center for Advanced Academics

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

HAIRSTON MIDDLE SCHOOL

Theme/Program: Innovative Sciences

Hairston Middle School now features an Innovative Sciences theme, offering a cutting-edge curriculum that emphasizes science, technology, engineering, mathematics (STEM), and design thinking. The school continues to serve students from its attendance zone while enrolling new choice students each year through the choice application process.

This program integrates hands-on learning experiences in all core subjects, empowering students to apply STEM concepts and design thinking strategies to solve real-world problems. Through this approach, the aim is to foster critical thinking, creativity, and problem-solving skills, preparing students for future careers in these essential fields.

Teachers at Hairston collaborate to develop interdisciplinary units of study that seamlessly incorporate STEM principles and design thinking across the curriculum. Students engage in projects that challenge them to explore technological innovations, engineering solutions, and global issues, encouraging a mindset focused on innovation and impact.

The school remains dedicated to service learning, offering opportunities for students to participate in projects that benefit the local and global community. These experiences encourage students to reflect on their learning and develop into responsible, active citizens who contribute meaningfully to society.

Hairston Middle School is committed to fostering a safe, dynamic learning environment where students grow into innovative thinkers and skilled problem solvers, ready to meet the challenges of a rapidly changing world. .

JOHNSON STREET K-8 CHOICE SCHOOL

Themes/Programs: Global Studies, Extended Year

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

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

PENN-GRIFFIN SCHOOL FOR THE ARTS

Themes/Programs: Performing and Visual Arts

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

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

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

WELBORN ACADEMY OF SCIENCE AND TECHNOLOGY

Themes/Programs: Science and Technology

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

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

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

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

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

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

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

DORIS HENDERSON (GREENSBORO) AND SYLVIA MENDEZ NEWCOMERS (HIGH POINT) SCHOOLS

Theme/Program: English Language Learning for Multilingual Students

GCS is proud of its diversity. Across the district, students speak more than 100 languages and dialects. Approximately 9,000 English Language Learners (EL) are enrolled in GCS. We strive to provide an environment that meets the needs of EL students. Students who speak a language other than English and are in their first year in a US school have the option to attend one of the two schools for newcomers. Both schools serve students in grades 3 through 11. Students qualify to attend these schools for up to two semesters before they transition to their assigned school. The goal of the schools and their staff is to accelerate language and academic skills and prepare English language learners to bridge the gap between a newcomer setting and the assigned school. Counselors and teachers work with students to ease the transition to their new culture and environment. Transportation is provided.

Grading Scale

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

GRADING SCALE

A = 90-100

D = 60-69

B = 80-89

F = 59 and below

C = 70-79

PROMOTION STANDARDS

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

All students following the Extended Content Standards are enrolled in Adapted Curriculum classrooms across GCS. They receive grades in PowerSchool according to their achievement in core content classes.

ADAPTED CURRICULUM GRADING IN POWERSCHOOL:

75: Student needs multiple prompts to complete the activity.

85: Student needs minimal to no prompting to complete the activity with one staff member within one location.

95: Student has generalized the skill and can complete the activity with multiple staff in multiple locations.

ATTENDANCE

School attendance and class participation are critical to academic achievement and are integral to the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school.

Parents and legal guardians are responsible for ensuring that students attend and remain at school daily. Guilford County Schools is committed to supporting students and families in their efforts to attend school every day.

A. ATTENDANCE RECORDS

School officials shall keep accurate records of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina. To be considered "in attendance," a student must be present in school for at least one-half of the instructional day (one-half of the class periods for attendance in secondary schools) on-site in the school or at a place other than the school attending an authorized school-related activity. To be in attendance during remote instruction days, students must: (1) complete their daily assignments, either online or offline; and/or (2) have a daily check-in through two-way communication with (a) the homeroom teacher for grades K-5 or (b) for all other grade levels, each course teacher as scheduled.

Students who are on an approved homebound placement based on medical recommendations will be considered in attendance.

B. LATE ARRIVALS AND EARLY DEPARTURES

Students are expected to be at school on time and to remain at school until dismissed. During the school day, students are expected to be present at the scheduled starting time for each class and to remain until the class ends.

When a student must be late to school or leave school early, a written excuse signed by a parent or guardian should be presented upon the student's arrival at school. Tardies or early departures may be excused for any of the reasons listed below in Section C.

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

Any disciplinary consequences for unexcused tardiness or unexcused early departures from school or class will be consistent with policy 4300, Student Discipline. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses.

C. LAWFUL (EXCUSED) ABSENCES

Parents and guardians are requested to contact school officials immediately when unanticipated absences occur. When a student must miss school, an explanation of the absence

must be communicated, by any method reasonably designed to achieve notice (e.g. written note or email) to the student's teacher or attendance office official as soon as possible and within three days of the student's return. Absences due to extended illnesses may also require a statement from a health care practitioner.

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

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

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health or isolation or quarantine that is a required state or local control measure;
3. death in the immediate family (includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters);
4. medical or dental appointments;
5. participation as a party or under subpoena as a witness in a court or administrative tribunal proceeding, including a proceeding before the Guilford County Schools Board of Education;
6. for observance of an event required or suggested by the religion of the student or the student's parent(s) or legal guardian, students are entitled to up to two days each academic year;
7. participation in a valid educational opportunity, such as travel or service as a legislative or governor's page, with prior approval from the principal;
8. child care: illness or medical appointment during school hours of a child of whom the student is the custodial parent;
9. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active duty or inactive member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting; or
10. any other reason as approved by the board in a board resolution.

D. UNLAWFUL (UNEXCUSED) ABSENCES

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

Out-of-school suspension or expulsion will not be considered unlawful absence for purposes of the compulsory attendance law.

E. SCHOOL-RELATED ACTIVITIES

While recognizing the importance of classroom learning, the board also acknowledges that out-of-classroom, school-related activities can provide students with valuable experiences not available in the classroom setting. The following school-related activities will not be counted as absences from either class or school:

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

In addition, students participating in disciplinary techniques categorized as in-school suspensions will not be counted as absent.

F. MAKEUP WORK

In the case of excused absences, short-term out-of-school suspensions, and absences under [G.S. 130A-440](#) (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her missed work. (See also policy 4110, Immunization and Health Requirements for School Admission.) Assignments missed due to participation in school-related activities also are eligible for makeup by the student. Guidelines for making up work and demonstrating mastery within a reasonable time frame shall be outlined in administrative regulations issued by the Superintendent.

G. EXCESSIVE ABSENCES

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

Any school disciplinary consequences for unexcused absences will be consistent with policy 4300, Student Discipline. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Students shall not be suspended for violating attendance policies.

H. CHRONIC ABSENTEEISM

Guilford County Schools focuses on improving the academic success of every student, and that success begins with ensuring that students can attend school every day, ready and able to learn. Because class attendance and participation are critical elements of the educational process, any absences, whether excused or unexcused, can have a negative impact on a student's academic achievement. Regular attendance must be prioritized within each school and encouraged throughout the community.

Guilford County Schools defines chronic absenteeism as missing ten percent or more of school days due to absences for any reason, lawful/excused or unlawful/unexcused, for any student who is enrolled for at least 10 school days during the year. School administrators shall monitor and analyze attendance data to develop and implement strategies for reducing chronic absenteeism. Such strategies should involve engaging students and parents, recognizing good and improved attendance, providing early outreach to families of students missing school, and identifying and addressing barriers to attendance.

I. SPECIAL CIRCUMSTANCES

1. **Students with Chronic Health Problems**
No penalties will be imposed for absences due to documented chronic health problems.
2. **Students Experiencing Homelessness**
For students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.
3. **Attendance Requirements for Extracurricular Activities**
Absences may impact eligibility for participation in extracurricular activities. Principals shall inform students and parents of the applicable attendance standards for the various types of extracurricular activities, including interscholastic athletics. See also policy 3620, Student Participation in Extracurricular Activities.

Middle School Athletic Eligibility Requirements

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

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

Medical Examination: A player must receive a medical examination once every 365 days by a duly licensed physician, nurse practitioner, or physician's assistant. Student-athletes and their parents must complete the concussion awareness form annually before participation, including tryouts.

Attendance: A student must have been in daily attendance for at least 85 percent of the previous semester. Daily absences cannot be made up under any circumstances, even if a student attends Saturday classes, extra help sessions, or any other means to make up academic work.

A student must, at any time of any game in which he or she participates, be a regularly enrolled member of the school's student body, according to local policy. (In determining attendance, ALL absences count toward the total, regardless of reason.)

Academics: Students must pass 70% of all courses taken each semester to remain eligible.

Promotion: The student must be on track to advance to the next grade level within the next calendar year.

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

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

Six-Semester Rule: From the time a student first enters sixth grade, they have six consecutive semesters to complete their middle school athletic eligibility.

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

Summary of Testing Procedures

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

End-of-Grade Testing Program

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

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

End-of-Course Testing Program

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

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

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

NAEP

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

Special Services

EXCEPTIONAL CHILDREN

In accordance with North Carolina Policies Governing Services for Children with Disabilities (amended August 2020) and the Individuals with Disabilities Education Act (IDEA), GCS provides special education and related services for students with disabilities ages 3 through 21. Students identified with a disability and found eligible for special education are offered services, as appropriate, to meet their unique needs, as specified in their Individual Education Program (IEP).

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

SECTION 504

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. A student who is determined eligible under Section 504 due to a physical or mental impairment that substantially limits a major life activity, may be provided with accommodations, as well as related aids and services if it determined they are needed for the student to have equal access to an appropriate education. For more information, contact the 504 Coordinator at the school. If you need further assistance, please contact the district 504 Coordinator. Additional information can be accessed on the GCS Section 504 website at <http://www.gcsnc.com/Page/9678>.

HOME/HOSPITAL SERVICES

Home/Hospital services may be provided to students who are physically and/or medically unable to attend in-person learning for a period of 20 or more consecutive school days as documented by a physician. The necessity for Home/Hospital services is typically determined by a student's 504 or IEP team after a review of all relevant data. It is essential schools consider less restrictive accommodations and environments, prior to placing a student on Home/Hospital. Home/Hospital services for all students are considered short-term placements. School teams shall work collaboratively with the family and medical providers to ensure a student's timely return to their home school. For more information, please contact the district Home/Hospital Supervisor.

INSTRUCTION FOR ENGLISH LEARNERS

The goal of targeted instruction for English Language Learners (ELs) is to provide language and academic support to students who are multilingual. When a student initially enrolls, the WIDA Screener, a language proficiency assessment, is administered to determine the student's level of English proficiency and the scores are used to design instruction for academic language development. The students' English proficiency progress is monitored annually with the WIDA ACCESS 2.0 for ELs assessment, which is administered during a window (January-March) to all students identified as ELs. EL services are provided during English Language Development (ELD) Reading encore courses until students meet the state-designated exit criteria (composite

score of 4.8 or higher). When students exit from the English Language Learners program their parents are notified. Exited students are monitored for four years to ensure continued academic success.

THE ACADEMICALLY GIFTED PROGRAM

Academically and/or Intellectually Gifted (AIG) students are described as students who demonstrate remarkably high levels of accomplishment compared with others of their same age, experience, or environment. The district's gifted programming provides a continuum of services to address the academic needs of these students. Whenever district-wide achievement data that is state or nationally normed is available, all students' scores are examined for evidence of the need for gifted identification and services. Students may also be referred for review by teachers, parents, community members or through self-nomination. Such review may not necessarily lead to additional testing or schedule changes, but will allow the school-based Team for Academically Gifted (TAG) to evaluate and address the student's academic needs.

Eligibility for academically gifted services is determined in reading and/or mathematics based on a student's achievement test scores.

In middle school, advanced academic needs in English/language arts (ELA) and mathematics are addressed through enrollment in advanced or accelerated courses and differentiated classroom practices. Students identified as academically gifted in reading are enrolled in the advanced ELA course for their grade level. Students identified as academically gifted in math are enrolled in math courses based on the district's math placement criteria. Students identified as intellectually gifted are typically enrolled in standard courses with differentiation provided by the regular education classroom teacher. In ELA and math courses, AG students are grouped with students of similar academic achievement to maximize their opportunity for rigorous curriculum and instruction. Middle school science and social studies classes are grouped heterogeneously.

Students who demonstrate a need for Very Strong (VS) academically and intellectually gifted services are eligible to participate in the VS program offered exclusively at The Academy at Lincoln. In the VS program, the academic and intellectual needs of VS-eligible students are addressed through participation in advanced and accelerated classes in all four core subject areas: **English/Language Arts, Math, Science, and Social Studies**. Students eligible for VS services apply to the VS Program during the district's Choice Application Window.

Parents of all academically gifted students in middle school receive the grade-specific Differentiated Education Plan (DEP) outlining the student's eligibility for gifted services. The DEP outlines the curricular and instructional differences between standard and advanced or accelerated courses.

Academically and/or Intellectually Gifted students are expected to maintain high achievement in the identified subject. When they fail to maintain high achievement, the student's teacher(s) may utilize the MTSS framework to identify and implement recommended supports.

For more information about AG identification and services, visit www.gcsnc.com and search for Academically Gifted.

DURING HIGH SCHOOL		FOLLOWING HIGH SCHOOL				
CONTENT AREA	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 Math Options Chart	NC Math 1 or NC Math 1 Honors NC Math 2 or NC Math 2 Honors NC Math 3 or NC Math 3 Honors 4th Math Options: NC Math 4 or Honors NC Math 4, AP Pre-Calculus, Discrete Math for Computer Science, AP Computer Science Principles, approved CTE courses, or 4th math from Math Options Chart	NC Math 1 Honors NC Math 2 Honors NC Math 3 Honors AP Pre-Calculus AP Calculus AB/BC AP Statistics 4th math from Math Options Chart	NC Math 1 or NC Math 1 Honors NC Math 2 or NC Math 2 Honors NC Math 3 or NC Math 3 Honors 4th Level Math Options: NC Math 4 or NC Math 4 Honors Discrete Math for Computer Science, AP Pre-Calculus, AP Calculus AB/BC AP Statistics 4th math from Math Options Chart	NC Math 1 or NC Math 1 Honors NC Math 2 or NC Math 2 Honors NC Math 3 or NC Math 3 Honors 4th Math Options: NC Math 4 or Honors NC Math 4, Discrete Math for Computer Science, AP Computer Science Principles, approved CTE courses, or 4th math from Math Options Chart	NC Math 1 or NC Math 1 Honors NC Math 2 or NC Math 2 Honors NC Math 3 or NC Math 3 Honors 4th Math Options: NC Math 4 or Honors NC Math 4, Discrete Math for Computer Science, AP Computer Science Principles, approved CTE courses, or 4th math from Math Options Chart
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

COURSE SEQUENCES

	DURING HIGH SCHOOL		FOLLOWING HIGH SCHOOL			
CONTENT AREA	CTE PATHWAY	ASSOCIATE DEGREE	4-YEAR IVY LEAGUE SCHOOL	UNC SYSTEM INSTITUTION	COMMUNITY COLLEGE OR TECHNICAL SCHOOL	CAREER
Social Studies	Civic Literacy or Honors Civic Literacy World History or Honors World History American History or Honors American History Economics & Personal Finance or Honors Economics & Personal Finance	Civic Literacy or Honors Civic Literacy World History or Honors World History American History or Honors American History Economics & Personal Finance or Honors Economics & Personal Finance	AP Government and Politics AP World History AP US History Honors Economics & Personal Finance AP Comparative Government AP European History AP Human Geography AP Microeconomics AP Psychology	Honors Civic Literacy Honors or AP World History Honors or AP US History Honors Economics & Personal Finance AP Comparative Government AP Human Geography AP Government and Politics AP Psychology	Civic Literacy or Honors Civic Literacy World History or Honors World History American History or Honors American History Economics & Personal Finance or Honors Economics & Personal Finance	Civic Literacy or Honors Civic Literacy World History or Honors World History American History or Honors American History Economics & Personal Finance or Honors Economics & Personal Finance
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 (recommended) 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)				
Career and Technical Education	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

	DURING HIGH SCHOOL		FOLLOWING HIGH SCHOOL			
CONTENT AREA	CTE PATHWAY	ASSOCIATE DEGREE	4-YEAR IVY LEAGUE SCHOOL	UNC SYSTEM INSTITUTION	COMMUNITY COLLEGE OR TECHNICAL SCHOOL	CAREER
Arts Education	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB

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 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 Math Options Chart
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		Civic Literacy or Honors Civic Literacy	World History or Honors World History	American History or American History Honors	Honors Economics & Personal Finance
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)			

CTE PATHWAY COURSE SEQUENCE SAMPLE					
	MIDDLE SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Career and Technical Education	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	Dance, Music, Theater Arts or Visual Arts	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB

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 Options: NC Math 4 or Honors NC Math 4, AP Pre-Calculus, Discrete Math for Computer Science, AP Computer Science Principles, approved CTE courses, or 4th math from Math Options Chart	4th Math Options: NC Math 4 or Honors NC Math 4, AP Pre-Calculus, Discrete Math for Computer Science, AP Computer Science Principles, approved CTE courses, or 4th math from Math Options Chart
Science		Earth/Environmental Science or Earth/Environmental Science Honors	Biology or Biology Honors	Physical Science, Physical Science Honors, Chemistry, or Chemistry Honors	
Social Studies		Civic Literacy or Honors Civic Literacy	World History or Honors World History	Honors American History or college-level equivalent from CCP list	Honors Economics & Personal Finance
Global Languages		Global Language Level (recommended)	Same Global Language Level 2 (recommended)	Same Global Language level 3 Honors (recommended)	

ASSOCIATE DEGREE DURING HIGH SCHOOL COURSE SEQUENCE SAMPLE

	MIDDLE SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Health and Physical Education	CPR	Health and Physical Education I CPR (if not completed in eighth grade)			
Career and Technical Education	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence			
Arts Education	Dance, Music, Theater Arts or Visual Arts	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB

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	AP 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 Government and Politics	AP World History; additional AP Social Sciences course (recommended)	AP US History, additional AP Social Sciences course (recommended)	Honors Economics and Personal Finance, additional AP Social Studies course (recommended)
Global Languages	Global Language Level 1	Same Global Language Level 2	Same Global Language Level 3 Honors	Same Global Language Level 4 Honors	AP Level (recommended)
Health and Physical Education	CPR	Health and Physical Education I CPR (if not completed in eighth grade)			
Career and Technical Education	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence			
Arts Education	Dance, Music, Theater Arts or Visual Arts	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB

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 Level Math Options: NC Math 4 or NC Math 4 Honors Discrete Math for Computer Science, AP Pre-Calculus, AP Statistics	4th Level Math Options: NC Math 4 or NC Math 4 Honors Discrete Math for Computer Science, AP Pre-Calculus, AP Calculus AB/BC 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		Honors Civic Literacy	Honors World History or AP World History	American History Honors or AP US History; additional AP Social Sciences course (recommended)	Honors Economics and Personal Finance, additional AP Social Studies course (recommended)
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 and Technical Education	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence			
Arts Education	Dance, Music, Theater Arts or Visual Arts	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB

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	4th Math Options: NC Math 4 or Honors NC Math 4, AP Pre-Calculus, Discrete Math for Computer Science, AP Computer Science Principles, approved CTE courses, or 4th math from Math Options Chart
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		Civic Literacy or Honors Civic Literacy	World History or Honors World History	American History or Honors American History	Economics and Personal Finance or Honors Economics and Personal Finance
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 and Technical Education	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence			
Arts Education	Dance, Music, Theater Arts or Visual Arts	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB

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 Math Options Chart
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		Civic Literacy or Honors Civic Literacy	World History or Honors World History	American History or Honors American History	Economics and Personal Finance or Honors Economics and Personal Finance
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			
Arts Education	Dance, Music, Theater Arts or Visual Arts	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB	Novice (Vocal and Instrumental Music Only) Beginning Developing (Vocal and Instrumental Music Only) Intermediate Accomplished Advanced AP IB

Course Information

CREDIT BY DEMONSTRATED MASTERY

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

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

Health and Physical Education

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

Language Arts

The English Language Arts Curriculum for grades sixth through eighth follows the North Carolina Standard Course of Study in reading (including informational and literary texts), writing, language, speaking, and listening. The alignment to these standards allows for students to utilize strong foundational skills and an academic knowledge base that will prepare them for success in high school and beyond. Strategic focus is given to

- building background knowledge
- expanding vocabulary
- analyzing language structures
- verbal reasoning
- literacy knowledge

- Literacy materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.

Social Studies

Social Studies is the integrated study of the social sciences and humanities to promote effective citizenry. The Social Studies Essential Standards provide students with a consistent framework of historical and inquiry-based skills needed to study and analyze specific grade-level content centered around the following strands:

- History
- Geography
- Economics
- Civics and Government
- Behavioral Sciences

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

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

6TH GRADE	7TH GRADE	8TH GRADE
Social Studies 6 World Studies I: Development of Civilizations	Social Studies 7 World Studies II: Modern Era	Social Studies 8 NC and American History

Science

The North Carolina Science Standard Course of Study was recently updated and adopted in July 2023. The new Science Standards will go into effect at the beginning of the 2024-25 academic school year. These standards are intended to foster conceptual understanding and help develop scientifically literate students. The standards provide Clarifying Objectives for Life, Earth/Space, and Physical Science in middle grades. Science as Inquiry, a critical component of middle grades science courses, emphasizes scientific inquiry to develop an understanding of science concepts throughout the Science Standards. The Science and Engineering Practices (SEPs) are embedded in the standards to support a greater emphasis on how students develop scientific and the durable skills within the NC Portrait of a Graduate. Students participate in scientific investigations to promote logical reasoning and develop science process skills. Inquiry-based scientific investigations in grades six, seven, and eight support and expand students' understanding of the Science Essential Standards and Clarifying Objectives.

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

Mathematics

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

The standards

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

JROTC

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

Virtual Learning Options

EDOPTIONS ACADEMY (EOA)

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL (NCVPS)

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

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

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

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

A list of available courses can be found on the GCS Blended Learning Department website:

www.gcsnc.com--> **Departments**--> **Blended Learning**--> **Virtual Learning**.

For more information about online courses, contact your school's counseling office.

CTE Concentrator

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

CTE's WHY

CTE prepares all students for high skill, high wage, or in-demand careers. The experience begins with inspiration in Pre-K, awareness in elementary school, exploration in middle school, and preparation in high school. CTE equips students for post-secondary education and immediate employment opportunities to successfully compete worldwide.

CTE in Middle School

Taking CTE courses in middle school allows students to explore a variety of industry areas to help determine potential careers. Students will be better equipped to develop an individualized high school plan that will prepare them for career goals and the postsecondary education needed to help students reach them. CTE Pathways in high school provide students with the knowledge they need to make educated choices about career goals and any postsecondary education need to reach them. High School CTE Pathway can provide them with an opportunity to earn industry-recognized credentials and articulated community college credit and participate in a work-based learning experience (apprenticeship, cooperative education, job shadow, or internship).

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

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

CFNC.org

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

GCS Secondary Mathematics Pathway Options

Below are typical course sequences for taking mathematics in high school. ***This chart does not include all possible scenarios.***

The bolded cell indicates the last HS course the student must complete to satisfy graduation requirements.

Pathways	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	
Section 1: Pathway Sequence Options Available to ALL								
A	Math 6	Math 7	Math 8	NC Math 1	NC Math 2	NC Math 3	NC Math 4	
B	Math 6	Math 7	Math 8	NC Math 1 (Honors)	NC Math 2 (Honors)	NC Math 3 (Honors)	AP PreCal or MAT 171/172* and/or AP Stats	
C	Accelerated 6/AIMM	Accelerated 7	NC Math 1	NC Math 2 (Honors)	NC Math 3 (Honors)	AP PreCal or MAT 171/172*	AP Calculus and/or AP Stats or IB Math	
D	Accelerated 6/AIMM	Accelerated 7	NC Math 1	NC Math 2 (Honors)	NC Math 3 (Honors)	NC Math 4 (Honors)	MAT 143*, MAT 152*, AP PreCal or MAT 171/172*	
E	Accelerated 6/AIMM	Accelerated 7	NC Math 1	NC Math 2 (Honors)	NC Math 3 (Honors)	AP PreCal or MAT 171/172*	MAT 271 (Calc I)* MAT 272 (Calc II)* or other options	
F	Accelerated 6/AIMM	NC Math 1 *Summer Bridge to Math 1 recommended	NC Math 2	NC Math 3 (Honors)	AP PreCal or MAT 171/172*	AP Calculus or MAT 271 (Calc I)* and/or AP Stats or IB Math	MAT 272 (Calc II)* or other options and/or AP Stats or IB Math	
Section 2: Pathway Sequence Options that are possible in BLOCK schedule High Schools ONLY.								
G	Math 6	Math 7	Math 8	NC Math 1 (Honors)	NC Math 2 (Honors)	NC Math 3 (Honors)	AP PreCal or MAT 171/172*	AP Calculus or MAT 271 (Calc I)* and/or AP Stats
H	Math 6	Math 7	Math 8	NC Math 1 (Honors)	NC Math 2 (Honors)	NC Math 3 (Honors)	AP PreCal or MAT 171/172*	MAT 271 (Calc I)* MAT 272 (Calc II)* or other options
I	Accelerated 6/AIMM	Accelerated 7	NC Math 1	NC Math 2 (Honors)	NC Math 3 (Honors)	AP PreCal or MAT 171/172*	AP Calculus or MAT 271 (Calc I)* or IB Math	MAT 272 (Calc II) or other options* Other College Course Offerings
Section 3: Typical Pathways Sequence for Students Meeting Graduation Requirements but NOT Admission into UNC System								
J	Math 6	Math 7	Math 8	NC Math 1	NC Math 2	NC Math 3	CTE Course Substitution (see Options Chart links below) including AP Computer Science Principles & AP Computer Science	

* college level courses taken on a semester schedule (examples taken from NCCC Course Codes)

While all pathways can be considered by all students, the following table provides possible pathways based on a student's post high school plan and interests.

Post High School Plans	Pathways to consider
Considering a College/University and a STEM career	C,E,F,G,H,I
Considering a College/University and a NON-STEM career	A, B, D
Entering a Community College or Trade Career	J

Reference: [NCDPI's 4th Level Math Options Chart](#)

Course Sequencing for 6–12 Mathematics

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 for graduation requirements and by the UNC General Administration for admission to UNC institutions:

- Discrete Mathematics for Computer Science
- Precalculus Honors
- AP Precalculus
- AP Statistics
- AP Calculus AB *
- AP Calculus BC*

* Precalculus (Honors or AP) is a prerequisite for AP Calculus.

NC Math 1, NC Math 2, NC Math 3, NC Math 4, and Discrete Mathematics for Computer Science are offered as academic or honors courses. Precalculus is inherently honors.

Course Descriptions

Grade 6

Language Arts

LANGUAGE ARTS 6

Year

This class continues the development of word analysis, vocabulary development, reading comprehension, listening, speaking, and study skills. Students will daily strengthen skills to become increasingly automatic with word recognition and increasingly strategic. Students will learn the foundations of argument and how to recognize effective arguments by distinguishing claims that are supported by reasons and evidence from claims that are not.

Students will analyze a variety of texts by comparing and contrasting works in terms of their approaches to similar themes or topics. Students will edit their work for sentence formation, usage, mechanics, and spelling.

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

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

Mathematics

MATH 6

Year

Students will develop concepts and skills outlined in the 6th-grade North Carolina Standard Course of Study. Instructional time will focus on four critical areas: (1) connecting ratio and rate to whole-number multiplication and division using concepts of ratio and rate to solve problems; (2) completing students' understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing students' understanding of statistical thinking.

ACCELERATED MATH 6

Year

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

AIMM

Year

AIMM (Accelerated Integration of Middle Math) is a rigorous course for students to develop concepts and skills outlined in the 6th and 7th grade North Carolina Standard Course of Study. This course differs from Accelerated Math 6 in that it digs deeper into the 6th and 7th grade standards and students will be challenged to solve complex, relevant, real-world problems in a highly accelerated mathematics learning environment. This course is designed for students planning to enroll in NC Math 1 during their 7th grade year. AIMM students who plan to enroll in 7th grade Math 1 are highly encouraged to take Summer Bridge course that supports them with 8th grade content necessary for NC Math 1. This is an advanced math course. See Math Placement Guidance for criteria for advanced placement.

Science

SCIENCE 6

Year

Sixth-grade science is a combination of life, physical, and earth/space science Standard Course of Study.

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

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

Social Studies

SOCIAL STUDIES 6 – WORLD STUDIES I

Year

The World Studies I course is an infused study of History, Behavioral Sciences, Geography, Economics, Civics and Government, and Inquiry-based skills. These strands should not be taught in isolation but woven together to form a course that helps students understand the world in which we live. Students will focus on the emergence, expansion, and decline of civilizations from the Paleolithic Era to 1400 CE. They will understand key factors that shaped the development of civilizations, studying various societies and regions from Africa, Asia, Europe, the Americas, the Caribbean, the Pacific Islands, and Australia.

Using the lens of change and continuity, students will systematically examine the histories and cultures of various world regions, including the development of economic, political, and social systems. They will learn and practice historical thinking skills, including constructing and interpreting historical narratives and using disciplinary-specific reading skills to analyze primary and secondary source documents.

Health and Physical Education

HEALTH/PHYSICAL EDUCATION 6

Year

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

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

Grade 7

Language Arts

LANGUAGE ARTS 7

Year

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

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

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

Mathematics

MATH 7

Year

Students will develop concepts and skills outlined in the 7th-grade Standard Course of Study. Instruction will focus on four critical areas: (1) developing an understanding of and applying proportional relationships; (2) building an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

ACCELERATED MATH 7

Year

Students will develop concepts and skills outlined in the 7th and 8th grade North Carolina Standard Course of Study. This course differs from the Math 7 course in that it contains a

majority of 8th grade content in addition to the remaining 7th grade content not taught in Accelerated 6. Compared with the non-accelerated course, the additional content demands a faster pace for instruction and learning. Content is organized into four critical areas: (1) Students will continue developing a unified understanding of numbers, recognizing fractions, decimals, and percents as different representations of rational numbers. They will apply this understanding to formulate expressions and equations to solve problems. (2) Students will use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. (3) Students will understand the concept of a function and use functions to describe quantitative relationships. (4) Students will continue their work with area from 6th grade, solving real-world and mathematical problems involving area, surface area, and volume. This is an advanced math course. See Math Placement Guidance for criteria for advanced placement.

NC MATH 1

Year

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics, and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data. This is an advanced math course. See Math Placement Guidance for criteria for advanced placement.

Science

SCIENCE 7

Year

Students will continue to develop scientific literacy and process skills outlined in the NC Standard Course of Study.

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

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

Social Studies

SOCIAL STUDIES 7 – WORLD STUDIES II

Year

World Studies II will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth-grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world. Modern world history is defined by a time in which societies and regions witnessed the birth of the following developments: greater awareness of other cultures; creation of a global economy; rise of powerful nation-states; major technological advancements; and deepening reliance on science. They will explore key factors that shaped the development of the modern world, studying various societies and regions from Africa, Asia, Europe, the Americas, the Caribbean, the Pacific Islands, and Australia. The course will lead students to make connections between historical events and their own lives by investigating various factors that shaped the development of societies and regions all over the modern world as well as global interactions between those societies.

Health and Physical Education

HEALTH/PHYSICAL EDUCATION 7

Year

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

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

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

Grade 8

Language Arts

GRADE 8 LANGUAGE ARTS

Year

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

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

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

ENGLISH I

Year

This course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). This course may be taken more than once for credit. This course is only offered at The Academy at Lincoln (Very Strong Program) and Brown Summit Middle School.

Mathematics

MATH 8

Year

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

NC MATH 1

Year

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, numbers and operations, statistics, and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data. This is an advanced math course. See Math Placement Guidance for criteria for advanced placement.

NC MATH 2

Year

Prerequisite: NC Math 1

NC Math 2 is a required course for the Future Ready Core Diploma. It continues a progression of the standards established in NC Math 1.

In addition to these standards, NC Math 2 includes polynomials, congruence and similarity of figures, right-triangle trigonometry, transformation geometry, and usage of geometric reasoning to prove theorems. NC Math 2 will extend the work of middle school probability to develop an understanding of conditional probability, including rules of probability, to determine probabilities of compound events.

Science

SCIENCE 8

Year

Students will continue to develop scientific literacy and process skills outlined in the NC Standard Course of Study.

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

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

Social Studies

SOCIAL STUDIES 8 – NC AND AMERICAN HISTORY

Year

Students in eighth grade will study the development of the United States with a focus on North Carolina, examining critical events, people, issues, and developments in the state and nation from the Colonial Era to contemporary times. The strands of Inquiry, History, Geography, Economics, Civics and Government, and Behavioral Sciences are woven into a chronological study of North Carolina and the United States, allowing students to examine state and local history in a broader American context.

This integrated approach helps develop the skills and knowledge essential to responsible, informed citizenship. Students should understand the relationship of geography, events, and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time. This course will serve as a stepping stone for more intensive study in high school, and students will continue to develop historical skills, including constructing and interpreting historical narratives and using disciplinary-specific reading skills to analyze primary and secondary source documents.

Arts Education

A student must complete ONE arts credit (Dance, Music, Theatre Arts or Visual Art) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022. This credit does not include the 6th grade exploratory wheel.

ART 6

Year/Semester

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

BAND 6

Year

This course is open to all sixth-grade students with a strong interest. Students will receive instruction on fundamentals through group and individualized lessons. The groups are involved with performances throughout the school year. It is encouraged for guardians to secure an instrument for Band.

CHORUS 6

Year

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

DANCE 6

Year/Semester

This course is designed as a survey of the fundamentals of dance. Students will engage in physical dance activities designed to focus on the foundational elements of dance including utilizing the dancing body in a variety of ways: shapes, action, space, time, energy, effort, etc. Students will engage in different technique practices including but not limited to: jazz, modern, ballet, tap, choreography, improvisation, performance and history. This course is available at certain middle schools with Dance programs.

GUITAR 6

Year/Semester

In the 6th-grade Guitar course, students are introduced to the basics of guitar playing while developing their overall musicianship. Students will learn essential guitar techniques such as strumming, fingerpicking, and chord formation, while exploring basic music theory concepts like reading standard notation and tablature. The course will cover a range of musical styles, allowing students to experience various genres, from classical to popular music. In addition to

individual practice, students will participate in group performances, fostering collaboration and ensemble skills. Through guided instruction and hands-on activities, students will strengthen their understanding of rhythm, melody, harmony, and dynamics. This course encourages creative expression and critical thinking. By the end of the course, students will have a solid foundation in guitar playing and a deeper appreciation for music as an art form.

This course is only available at certain middle schools.

MODERN MUSIC PRODUCTION 6

Year /Semester

This course introduces students to the concepts of recording, sequencing and mixing music using computer-based Digital Audio Workstations (DAWs). Topics covered include digital audio and MIDI theory, DAW signal flow and system requirements, MIDI sequencing, stereo mixing techniques, and use of software-based virtual instruments and effects processors such as equalizers, compressors and reverbs. Students receive hands-on practice in digital music production in a state-of-the-art production lab.

This course is only offered at Penn-Griffin School for the Arts.

ORCHESTRA 6

Year

This course is open to all sixth-grade students regardless of their level of experience with playing string instruments. It emphasizes the fundamental skills necessary to play a bowed string instrument (violin, viola, cello and double bass) in an ensemble setting. Students in this class participate in performances several times a year. It is encouraged for guardians to secure an instrument for their student.

PIANO 6

Year/Semester

The 6th grade piano is designed to introduce students to the fundamentals of piano playing, focusing on both technical skills and musicality. It provides an opportunity for students to engage with music in a structured yet creative environment, fostering a lifelong appreciation for the arts. In this course, students will develop proper technique, musical literacy, creativity and improvisation, performance and expression will expose students to a diverse repertoire. Students will be introduced to the role of the piano in different genres and cultures including listening activities and discussions that explore the global impact of the piano in music history. It is open to students in schools with Piano courses.

POPULAR MUSIC 6

Year/Semester

In this engaging 6th-grade Popular Music course, students explore the rich history, styles, and cultural impact of popular music, while building foundational music skills. Students will learn to analyze and perform various genres of popular music, from rock and hip-hop to pop

and jazz, while developing skills in rhythm, melody, and harmony. Through hands-on activities, technology integration, and collaborative projects, students will strengthen their musical understanding and appreciation. This course fosters critical thinking, self-expression, and teamwork. It is open to students in schools with Popular Music courses.

THEATER 6

Year/Semester

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

ART 7

Semester

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

ART 7

Year

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

BAND 7

Year

This is a course in which students will continue to build on skills taught in Band 6. Previous experience is preferred. The musical literature, techniques, and concepts studied reflect an intermediate level. Students will be encouraged to audition for local, regional, and state-wide honor bands. Groups are involved in performance-related activities throughout the school year. It is encouraged for guardians to secure an instrument.

CHORUS 7

Year

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

DANCE 7**Year/Semester**

Students will engage in physical dance activities designed to focus on the foundational elements of dance including utilizing the dancing body in a variety of ways: shapes, action, space, time, energy, effort, etc. Students will engage in different technique practices with an increased level of progression from content learned in 6th grade; including but not limited to: jazz, modern, ballet, tap, choreography, improvisation, performance and history. The course is offered to seventh-grade students at schools with a dance program.

GLOBAL MUSIC ENSEMBLE 7**Year/Semester**

The purpose of the Global Music Ensemble is to immerse music students in a world music learning experience, fostering understanding of both the universal and the unique aspects of music from around the globe. Students will explore facets of culture which influence music traditions, such as geography, religion, climate, food, and access to natural resources. Students will study music traditions in order to better understand people, make connections between cultures, and celebrate the musical diversity that makes the world a tapestry of sound.

The Global Music Ensemble is open to 7th grade students who are interested in deepening their understanding of and experiences with music and had at least one (1) year of study in music during the 6th grade. This course is available to students at The Academy at Lincoln.

GUITAR 7**Year/Semester**

The 7th-grade Guitar course builds on the skills introduced in the previous year, offering students an opportunity to expand their guitar playing techniques and deepen their musical understanding. Students will explore more complex chord progressions, fingerpicking patterns, and scales, while continuing to develop their ability to read standard notation, tablature, and chord charts. The course introduces improvisation and basic songwriting techniques, encouraging creativity and self-expression. Students will explore a broader range of genres, from folk and rock to jazz and blues, connecting these styles to historical and cultural contexts. Group performance remains a central focus, with students working together to perform as part of a guitar ensemble, fostering collaboration and teamwork. By the end of the course, students will have improved technical skills, a deeper understanding of music theory, and an increased ability to analyze and perform diverse musical styles.

This course is only available at certain middle schools.

MODERN MUSIC PRODUCTION 7**Year/Semester**

This course introduces students to the concepts of recording, sequencing and mixing music using computer-based Digital Audio Workstations (DAWs). Topics covered include digital audio and MIDI theory, DAW signal flow and system requirements, MIDI sequencing, stereo mixing

techniques, and use of software-based virtual instruments and effects processors such as equalizers, compressors and reverbs. Students receive hands-on practice in digital music production in a state-of-the-art production lab.

This course is only offered at Penn-Griffin School for the Arts.

ORCHESTRA 7

Year

This course will build on skills taught in the sixth grade. Previous experience is preferred. The musical literature, techniques and concepts studied reflect an intermediate level and skill necessary to play a bowed string instrument (violin, viola, cello and double bass) in an ensemble setting. Students in this class participate in performances several times a year. While some instruments are available through the school including large and/or expensive instruments, parents are encouraged to secure an instrument for their student. Students will be encouraged to audition for local, regional, and state-wide honor orchestras.

PIANO 7

Year/Semester

Building on the foundational skills from the 6th grade piano course, the 7th grade piano curriculum focuses on advancing technical proficiency, musical literacy, and creative expression. Students will refine their piano technique, deepen their understanding of musical notation, and further explore the expressive possibilities of the instrument. This course continues to foster a structured yet creative learning environment, encouraging students to grow both as performers and thoughtful musicians. Students will expand their repertoire to include more complex pieces, spanning various musical genres and cultures. Emphasis will be placed on interpretation, phrasing, and dynamic control, enabling students to bring greater expression and individuality to their performances. It is open to students in schools with Piano courses.

POPULAR MUSIC 7

Year/Semester

In the seventh-grade Popular Music course, students dive deeper into the world of contemporary music, expanding their understanding of different genres, song structure, and musical production techniques. Students will explore the elements of songwriting, digital music creation, and performance techniques while studying a variety of genres such as pop, R&B, electronic music, and indie rock. Through performance, analysis, and composition activities, students will enhance their musical literacy, creativity, and collaborative skills. By using technology and modern music platforms, students will also investigate how music influences and reflects culture, supporting critical thinking and artistic expression. This course ensures students meet educational standards while fostering a love for popular music and performance. It is open to students in schools with Popular Music courses.

THEATRE 7

Year/Semester

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

ART 8

Semester

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

ART 8

Year

This course is open to eighth-grade students who have a strong interest in art. It is recommended but not required that they successfully complete seventh-grade art before enrolling. These students will develop a more extensive understanding of the elements and principles of art and design, along with opportunities for enhancing critical-thinking, collaborative, creative and writing skills.

BAND 8

Year

This class is open to all eighth-grade students with previous band experience. Students will begin a more advanced study of music, concepts, and literature. Students will be encouraged to audition for local, regional, and state-wide honor bands. Groups are involved in performance related activities throughout the school year. It is encouraged for guardians to secure an instrument for their student.

CHORUS 8

Year

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

DANCE 8

Year/Semester

Students will engage in physical dance activities designed to focus on the foundational elements of dance including utilizing the dancing body in a variety of ways: shapes, action, space, time, energy, effort, etc. Students will engage in different technique practices with an increased level of progression from content learned in 7th grade; including but not limited to: jazz, modern, ballet, tap, choreography, improvisation, performance and history. The course is offered to eighth-grade students at schools with a dance program.

GLOBAL MUSIC ENSEMBLE 8

Year/Semester

The purpose of the Global Music Ensemble is to immerse music students in a world music learning experience, fostering understanding of both the universal and the unique aspects of music from around the globe. Students will explore facets of culture which influence music traditions, such as geography, religion, climate, food, and access to natural resources. Students will study music traditions in order to better understand people, make connections between cultures, and celebrate the musical diversity that makes the world a tapestry of sound.

The Global Music Ensemble is open to 8th grade students who are interested in deepening their understanding of and experiences with music and had at least one (1) year of study in music during the 6th or 7th grade. This course is available to students at The Academy at Lincoln.

GUITAR 8

Year/Semester

The 8th-grade Guitar course offers students the opportunity to refine their guitar playing skills and explore advanced musical concepts. Students will delve into advanced fingerpicking, barre chords, solo playing, and improvisation, while continuing to enhance their ability to read and interpret standard notation, tablature, and chord charts. The course expands into more intricate genres such as jazz, classical, and world music, allowing students to explore the guitar's versatility across different musical traditions.

Composition and arranging become key components, with students encouraged to create original music and perform both solo and in ensemble settings. Technology is integrated into the course, with students learning basic recording techniques and digital music tools. By the end of the year, students will have achieved a greater mastery of the guitar, deeper music literacy, and the ability to critically engage with and perform complex pieces.

This course is available at certain middle schools.

MODERN MUSIC PRODUCTION 8

Year/Semester

This course introduces students to the concepts of recording, sequencing and mixing music using computer-based Digital Audio Workstations (DAWs). Topics covered include digital audio and MIDI theory, DAW signal flow and system requirements, MIDI sequencing, stereo mixing techniques, and use of software-based virtual instruments and effects processors such as equalizers, compressors and reverbs. Students receive hands-on practice in digital music production in a state-of-the-art production lab. This course is only offered at Penn-Griffin School for the Arts.

ORCHESTRA 8

Year

This course is open to all eighth-grade students with previous string experience. Students will begin a more advanced study of music, concepts, and literature. Students will be encouraged to audition for local, regional, and state-wide honor orchestras. Groups are involved in

performance related activities throughout the school year. It is encouraged for guardians to secure an instrument for their student.

PIANO 8

Year/Semester

The 8th grade piano course is designed for students who have a solid foundation in piano technique and musical literacy, aiming to further refine their skills and deepen their musical understanding. This course focuses on advanced technique, musical interpretation, and creative exploration through both performance and composition. Students will be encouraged to develop their individual musical voice while continuing to engage with a diverse repertoire and cultural contexts. As students progress, they will encounter more challenging technical exercises and repertoire that requires greater attention to detail, expression, and musicality. This course places an emphasis on interpreting complex pieces and connecting technical skills with artistic expression, preparing students for more independent music-making. This is available at schools with piano courses.

POPULAR MUSIC 8

Year/Semester

In the 8th-grade Popular Music course, students engage in advanced exploration of contemporary music, focusing on in-depth analysis, composition, and performance. Students will study the evolution of popular music, from early rock and blues to modern pop, hip-hop, and electronic genres, learning about influential artists, cultural movements, and industry trends. They will apply music theory concepts to create original compositions, experiment with digital music production tools, and participate in ensemble and solo performances. This course emphasizes critical listening, creativity, and collaborative musicianship, encouraging students to connect music with personal expression and broader cultural contexts. By the end of the course, students will be equipped with the skills needed for high school music study and have a deeper appreciation for popular music's role in shaping identity and culture. It is open to students in schools with Popular Music courses.

THEATER 8

Year/Semester

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

Career and Technical Education

CTE in middle school provides students the opportunity to explore six program areas: Business and Marketing; Career Exploration; Computer Science, Technology, Engineering, and Design; Family and Consumer Sciences and Project Lead the Way. Students can then make more appropriate choices in their high school course selections.

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

CTE MIDDLE SCHOOL PATHWAY	6TH GRADE COURSE	7TH GRADE COURSE	8TH GRADE COURSE	HIGH SCHOOL CAREER CLUSTER
BUSINESS AND MARKETING	Computer Skills and Applications	Introduction to Office Productivity	Exploring Business and Entrepreneurship	<ul style="list-style-type: none"> • Business Management and Administration • Finance • Hospitality and Tourism • Information Technology • Marketing
COMPUTER SCIENCE	Computer Science Discoveries I	Computer Science Discoveries II Apple: Everyone Can Code I – Puzzles	Computer Science Discoveries III Apple: Everyone Can Code II – Adventures	<ul style="list-style-type: none"> • Arts, A/V Technology, and Communications • Information Technology • Science, Technology, Engineering, & Math
FAMILY AND CONSUMER SCIENCES	Exploring Nutrition and Wellness	Exploring Apparel and Interior Design	Exploring Personal Finance and Hospitality	<ul style="list-style-type: none"> • Agriculture, Food, and Natural Resources • Arts, A/V Technology, and Communications • Architecture and Construction • Finance • Health Science • Hospitality and Tourism • Human Services
TECHNOLOGY, ENGINEERING, & DESIGN	Exploring Technology	Exploring Engineering and Design	Exploring Technological Systems <i>and/or</i> Exploring Aviation Technology	<ul style="list-style-type: none"> • Architecture and Construction • Arts, A/V Technology, and Communications • Information Technology • Manufacturing • Science, Technology, Engineering and Mathematics • Transportation, Distribution and Logistics

CTE MIDDLE SCHOOL PATHWAY	6TH GRADE COURSE	7TH GRADE COURSE	8TH GRADE COURSE	HIGH SCHOOL CAREER CLUSTER
PROJECT LEAD THE WAY	PLTW Gateway to Technology Level I	PLTW Gateway to Technology Level II	PLTW Gateway to Technology Level III	<ul style="list-style-type: none"> · Architecture and Construction · Arts, A/V Technology, and Communications · Health Sciences · Information Technology · Manufacturing · Science, Technology, Engineering, and Mathematics · Transportation, Distribution, and Logistics
CAREER EXPLORATION	Exploring Careers and Employment – 6th Grade	Exploring Careers and Employment – 7th Grade	Exploring Careers and Employment – 8th Grade	<ul style="list-style-type: none"> · Agriculture, Food, & Natural Resources · Architecture and Construction · Arts, A/V Technology, and Communications · Business Management and Administration · Education & Training · Finance · Health Sciences · Hospitality and Tourism · Human Services · Information Technology · Manufacturing · Science, Technology, Engineering, and Mathematics · Transportation, Distribution, and Logistics

Grade 6

COMPUTER SKILLS AND APPLICATIONS

Semester

Grade Level: 6

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

EXPLORING NUTRITION AND WELLNESS

Semester

Grade Level: 6

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

PLTW GATEWAY TO TECHNOLOGY

Semester

Grade Level: 6

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

CAREER EXPLORATION

Semester

Grade Level: 6

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

COMPUTER SCIENCE DISCOVERIES I

Semester

Grade Level: 6

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

EXPLORING TECHNOLOGY

Semester

Grade Level: 6

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

Grade 7

INTRODUCTION TO OFFICE PRODUCTIVITY

Semester

Grade Level: 7

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

EXPLORING APPAREL AND INTERIOR DESIGN

Semester

Grade Level: 7

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

PLTW GATEWAY TO TECHNOLOGY

Semester

Grade Level: 7

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

EXPLORING ENGINEERING AND DESIGN

Semester

Grade Level: 7

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

CAREER EXPLORATION

Semester

Grade Level: 7

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

COMPUTER SCIENCE DISCOVERIES II

Semester

Grade Level: 7

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

APPLE: EVERYONE CAN CODE I – PUZZLES

Semester

Grade Level: 7

This course is a guide to Swift Playgrounds that reinforces problem-solving strategies and critical-thinking skills through over 45 hours of flexible activities. Each chapter helps students build on what they already know, experiment with new coding concepts, apply their understanding, and creatively communicate how coding impacts their lives.

Grade 8

OFFICE PRODUCTIVITY APPLICATIONS

Semester

Grade Level: 8

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

EXPLORING PERSONAL FINANCE AND HOSPITALITY

Semester

Grade Level: 8

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

EXPLORING AVIATION TECHNOLOGY

Semester

Grade Level: 8

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

PLTW GATEWAY TO TECHNOLOGY

Semester

Grade Level: 8

Students will engage their natural curiosity and imagination in this course through creative problem-solving. They will apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Students will work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using

industry design software, students will create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. They will also trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will utilize robotics to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. This course provides a strong foundation for further Science, Technology, Engineering, and Math (STEM) learning in high school and beyond, challenging students to solve real-world issues. This course is offered at Eastern Middle School and Welborn Academy only.

EXPLORING TECHNOLOGICAL SYSTEMS

Semester

Grade Level: 8

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

CAREER EXPLORATION

Semester

Grade Level: 8

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

COMPUTER SCIENCE DISCOVERIES III

Semester

Grade Level: 8

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

APPLE: EVERYONE CAN CODE II - ADVENTURES

Semester

Grade Level: 8

This course is approximately 45 hours of hands-on activities that let students experiment with hardware features and event-driven programming to express their creative ideas through code.

Global Languages

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

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

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

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

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

INTRODUCTION TO AMERICAN SIGN LANGUAGE

Year

Grade Level: 6

This 6th-grade course is designed to introduce students to basic American Sign Language (ASL) vocabulary and structures. They will develop an awareness of the American Sign language patterns and hand shapes/gestures. In addition, students will gain familiarity with deaf culture and will learn to be more inclusive of and united with the deaf community (depending on school site availability).

INTRODUCTION TO LATIN

Year

A/B Day

Grade Level: 6

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

AMERICAN SIGN LANGUAGE 1A

Year

Grade Level: 7

Instruction begins with understanding the five categories of ASL: handshape, orientation, location, movement and non-manual expression (facial expression). Students will learn to sign the alphabet and will be able to practice basic conversation. They will begin to engage in interpersonal, presentational and interpretive communication by learning to sign and understand simple signed sentences, fingerspelling and grammar structure in ASL (depending on school site availability).

AMERICAN SIGN LANGUAGE 1B

Year

Grade Level: 8

Students will improve and deepen their skills in ASL through increased vocabulary acquisition and greater ability to comprehend signed information. They will develop insight into the language and culture, reinforce and further knowledge of other disciplines through ASL and will be able to demonstrate their understanding within and beyond the school setting (depending on school site availability).

LATIN 1A

Year

A/B Day

Grade Level: 7

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

LATIN 1B

Year

A/B Day

Grade Level: 8

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

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

INTRODUCTION TO SPANISH

Year

A/B Day

Grade Level: 6

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

SPANISH 1A

Year

A/B Day

Grade Level: 7

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

SPANISH 1B

Year

A/B Day

Grade Level: 8

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

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

SPANISH 1

Year

A/B Day

Grade Level: 8

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

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

SPANISH FOR HERITAGE SPEAKERS I

Year

A/B Day

Grade Level: 8

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

INTRODUCTION TO CHINESE

Year

A/B Day

Grade Level: 6

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

CHINESE 1A

A/B Day

Grade Level: 7

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

CHINESE 1B

A/B Day

Grade Level: 8

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

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

CHINESE I

Year

Grade Level: 8

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

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

Transitioning to High School

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

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

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

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

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

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

Graduation Requirements (Policy 3460)

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

Future-Ready Core

All students are expected to meet the requirements outlined under the Future-Ready Core Course of Study. Under the six total elective units required for graduation, it is strongly recommended that four elective credits be taken from one of the following areas of focus: Career and Technical Education, JROTC, Arts Education, Global Languages or any other subject area (e.g., mathematics, science, social studies, or English). The remaining two electives must be any combination from Career and Technical Education, Arts Education, or Global Languages. By taking elective credits in a concentrated area, students can tailor their course concentrations to fit their interests and goals while building a strong academic foundation. For some students with disabilities, the Occupational Course of Study (OCS) will remain an option. These students should have the Occupational Course of Study identified in their IEP. Placement in the Occupational Course of Study is an IEP team decision. Repeating a Course for Which Credit Was Earned Beginning the 2018–2019 school year, once having been awarded a high school credit for a course, a student may not repeat the same course for credit. Exceptions to this rule apply to OCS students enrolled in CTE courses (students can earn credit for the same CTE course only twice), students enrolled in proficiency-based courses in Arts Education, community college and university courses that are required by the community college or local university to be repeated if a specific grade is not achieved in them, students enrolled in Level V military science courses, and students who are medically fragile and receive a medical exemption to repeat a previously passed course. Other than the exceptions listed above, students are permitted to repeat a course for credit only when they have failed it.

Repeating a Course for Which Credit Was Earned

Beginning the 2018–2019 school year, once having been awarded a high school credit for a course, a student may not repeat the same course for credit. Exceptions to this rule apply to:

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

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

Repeating a Course

In alignment with State Board of Education policy CCRE-001, high school students who have failed a course for credit can repeat the course. Beginning in the 2015–2016 school year, for students who initially fail a high school course and repeat the full course (not credit recovery) and earn a passing grade, the passing grade will replace the failing grade in GPA calculation. Students who repeat a course for credit and pass the course earn credit toward graduation only once.

Early Graduation

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

completed all graduation requirements, including specific course and testing requirements, an appropriate course of study, and total number of graduation credits required, may request to graduate early either at midyear of their senior year or at the end of their junior year. The student's grade classification will be based on the GCS high school promotion standards and grade 9 entry date. Diplomas are awarded only at the end of the school year.

Diploma Endorsements

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

- Career Endorsement indicating completion of a rigorous Course of Study that includes a Career Technical Education (CTE) concentration in one of the approved CTE Career Pathways
- College Endorsement indicating readiness for entry into community colleges
- College/UNC Endorsement indicating readiness for entry into a four-year university in the University of North Carolina system
- NC Academic Scholars Endorsement indicating that students have completed a balanced and academically rigorous high school program preparing them for postsecondary education
- Global Languages Endorsement indicating proficiency in one or more languages in addition to English
- Arts Proficiency Endorsement indicating proficiency in one or more arts areas in grades 9-12

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

State and Local Course Requirements for High School Graduation

CONTENT AREA	FUTURE READY CORE	OCCUPATIONAL COURSE OF STUDY (OCS)
	FOR 9 TH GRADERS ENTERING IN 2021-2022 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, and III if taken prior to the 2016-17 school year.	4 Credits <ul style="list-style-type: none"> • Introduction to Mathematics • NC Math 1 • Financial Management • Employment Preparation IV: Math (to include 150 work hours)
Science	3 Credits <ul style="list-style-type: none"> • a physical science course • Biology • an earth/environmental science course 	3 Credits <ul style="list-style-type: none"> • Applied Science • Biology • Employment preparation I: Science (to include 150 work hours)
Social Studies	4 Credits <ul style="list-style-type: none"> • Founding Principles of the United States of America and North Carolina: Civic Literacy • World History • American History • Economics and Personal Finance 	4 Credits <ul style="list-style-type: none"> • Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance • Employment Preparation II: Citizenship 1A (to include 75 work hours) • Employment Preparation II: Citizenship 1B (to include 75 work hours)
Global Languages	Not required for graduation, but 2 levels are recommended for admission to the UNC System	Not required for 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 in 2015 and beyond	Successful completion of CPR for students graduating in 2015 and beyond

CONTENT AREA	FUTURE READY CORE	OCCUPATIONAL COURSE OF STUDY (OCS)
	FOR 9TH GRADERS ENTERING IN 2021-2022 AND LATER	
Electives or Other Requirements	<p>6 Credits Total</p> <p>2 Elective credits of any combination from either:</p> <ul style="list-style-type: none"> • Career and Technical Education (CTE) • Arts Education • World Language <p>4 Elective credits from one of the following:</p> <ul style="list-style-type: none"> • Career & Technical Education (CTE**) • JROTC • Arts Education (e.g. dance, music, theatre arts, visual arts) • Any other subject area or cross-disciplinary courses (e.g. social studies, science, mathematics, English, and dual enrollment courses) 	<p>2 Credits</p> <p>Occupational Preparation:</p> <ul style="list-style-type: none"> • Employment Preparation III: Citizenship IIA (to include 75 work hours) • Employment Preparation III: Citizenship IIB (to include 75 work hours) • Completion of IEP objectives • Career Portfolio required
Career and Technical Education		4 Credits CTE electives
Arts Education	<p>1 Credit</p> <p>Beginning in fall 2022, students entering Grade 6 and subsequently entering Grade 9 for the first time in 2025-26 shall complete at least one arts education (dance, music, theatre arts or visual arts) course in grades 6-12</p>	
Total Minimum Credits Required	22 Credits	22 Credits

* 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 2012–2013 school year).

** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at nccareers.org/

State and Local Course Requirements for High School Graduation

CONTENT AREA	FUTURE READY CORE	OCCUPATIONAL COURSE OF STUDY (OCS)
	FOR 9 TH GRADERS ENTERING IN 2020-2021	
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, and III if taken prior to the 2016-17 school year.	3 credits <ul style="list-style-type: none"> • Introduction to Mathematics • NC Math 1 • Financial Management
Science	3 Credits <ul style="list-style-type: none"> • A physical science course • Biology • An earth/environmental science course 	2 Credits <ul style="list-style-type: none"> • Applied Science • Biology
Social Studies	4 Credits <ul style="list-style-type: none"> • A founding principles course which shall be either: <ul style="list-style-type: none"> • American History: Founding Principles, Civics and Economics • Founding Principles of the United States of America and North Carolina: Civic Literacy • An American history course which shall be either: <ul style="list-style-type: none"> • American History I • American History II • American History • World History • Economics and Personal Finance 	2 Credits <ul style="list-style-type: none"> • Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance
Global Languages	Not required for graduation, but 2 levels are required for admission to the UNC System	Not required for 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 in 2015 and beyond	Successful completion of CPR for students graduating in 2015 and beyond

CONTENT AREA	FUTURE READY CORE	OCCUPATIONAL COURSE OF STUDY (OCS)	
	FOR 9TH GRADERS ENTERING IN 2020-2021		
Electives or Other Requirements	<p>6 Credits Total</p> <p>2 Elective credits of any combination from either:</p> <ul style="list-style-type: none"> • Career and Technical Education (CTE) • Arts Education • World Language 	<p>4 Elective credits from one of the following:</p> <ul style="list-style-type: none"> • Career & Technical Education (CTE**) • JROTC • Arts Education (e.g. dance, music, theatre arts, visual arts) • Any other subject area or cross-disciplinary courses (e.g. social studies, science, mathematics, English, and dual enrollment courses) 	<p>6 Occupational Preparation Education Credits and 600 work hours</p> <ul style="list-style-type: none"> • Occupational Prep I • Occupational Prep IIA and IIB • Occupational Prep IIIA and IIIB • Occupational Prep IV • Completion of IEP objectives • Career Portfolio required
Career and Technical Education		4 Credits	
Arts Education			
Total Minimum Credits Required	22 Credits	22 Credits	

* 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 2012–2013 school year).

** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at nccareers.org/

High School Grading Scale

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

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

The superintendent or their designee shall issue regulations to ensure that the grading system is uniform at all grade levels throughout the school system. All students following the Extended Content Standards are enrolled in Adapted Curriculum classrooms across GCS. They receive grades in PowerSchool according to their achievement in core content classes. Adapted Curriculum Scoring in PowerSchool:

75: Student needs multiple prompts to complete the activity.

85: Student needs minimal to no prompting to complete the activity with one staff member within one location.

95: Student has generalized the skill and can complete the activity with multiple staff in multiple locations.

High School Grading Scale

Effective with the 2015-16 school year

GRADING SCALE

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

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 AND DUAL ENROLLMENT 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

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 them 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 a case, the student may be better served and the school is still held accountable through the 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 of time. In such instances, it may be in the student's best interest to be withdrawn from a course.

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

AP Course Credit

Students enrolled in 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 depend solely on AP exam results.

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

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	

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 AND DUAL ENROLLMENT 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 AND DUAL ENROLLMENT COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

Guilford County Schools

Middle Schools

SCHOOL	ADDRESS	PHONE NUMBER
Allen Jay Middle	1201 E. Fairfield Rd., High Point, NC 27263	(336) 819-2164
Allen Middle	1108 Glendale Dr., Greensboro, NC 27406	(336) 294-7325
Brown Summit Middle	4720 N.C. Hwy. 150 E., Brown Summit, NC 27214	(336) 656-0432
Doris Henderson Newcomers School	411 Friendway Road, Greensboro, NC 27410	(336) 316-5883
Eastern Middle	435 Peeden Dr., Gibsonville, NC 27249	(336) 449-4255
Ferndale Middle	701 Ferndale Blvd., High Point, NC 27262	(336) 819-2855
Guilford eLearning University Prep (K-8)	1305-A Merritt Drive, Greensboro, NC. 27407	(336) 522-6330
Hairston Middle	3911 Naco Rd., Greensboro, NC 27401	(336) 378-8280
Jackson Middle	2200 Ontario St., Greensboro, NC 27403	(336) 294-7350
Jamestown Middle	301 Haynes Rd., Jamestown, NC 27282	(336) 819-2100
Johnson Street Global Studies K-8 Choice	1601 Johnson St., High Point, NC 27262	(336) 819-2900
Kernodle Middle	3600 Drawbridge Pky., Greensboro, NC 27410	(336) 545-3717
Kiser Middle	716 Benjamin Pkwy., Greensboro, NC 27408	(336) 370-8240
The Academy at Lincoln	1016 Lincoln St., Greensboro, NC 27401	(336) 370-3471
Mendenhall Middle	205 Willoughby Blvd., Greensboro, NC 27408	(336) 545-2000
Northeast Middle	6720 McLeansville Rd., McLeansville, NC 27301	(336) 375-2525
Northern Middle	616 Simpson-Calhoun Rd., Greensboro, NC 27455	(336) 605-3342
Northwest Middle	5300 Northwest School Rd., Greensboro, NC 27409	(336) 605-3333
Penn-Griffin School for the Arts	825 Washington St., High Point, NC 27262	(336) 819-2870
Southeast Middle	4825 Woody Mill Rd., Greensboro, NC 27406	(336) 674-4280
Southern Middle	5747 Drake Rd., Greensboro, NC 27406	(336) 674-4266
Southwest Middle	4368 Southwest School Rd., High Point, NC 27265	(336) 819-2985
Sylvia Mendez Newcomers School	851 Ferndale Blvd, High Point, NC 27262	(336) 522-6326
Welborn Academy of Science and Technology	1710 McGuinn Dr., High Point, NC 27265	(336) 819-2880
Western Middle	401 College Road, Greensboro, NC 27410	(336) 316-5833

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



District 1
T. Dianne Bellamy
Small



District 2
Crissy Pratt



District 3
David Coates



District 4
Linda Welborn



District 5
Deborah Napper



District 6
Khem Irby



District 7
Bettey T. Jenkins



District 8
Deena A. Hayes



Alan Sherouse
At Large



Dr. Whitney Oakley
Superintendent

CENTRAL OFFICE ADMINISTRATION

Dr. Sonya Stephens, Chief of Staff

Jusmar Maness, Chief Academic Officer

Dr. Julius Monk, Deputy Superintendent of Business and Operations

Dr. Anitra Wells, Deputy Superintendent of Instructional Leadership and Wellness

Dr. Tracey Lewis, Chief Communications Officer

Dr. Rashad Slade, Chief Technology Officer

Dr. Shirley Morrison, Chief Human Resources Officer

Dr. Kimberly Steinke, Chief Exceptional Children and Student Services Officer

Dr. Sonya Stephens, Chief Performance Officer

Marshall Matson, Assistant Superintendent of Schools

Tyler Beck, Chief Financial Officer



In compliance with federal law, 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 or gender, except where exemption is appropriate and allowed by law. Refer to the Guilford County Board of Education's Discrimination-Free Environment Policy AC for a complete statement. Inquiries or complaints should be directed to the Guilford County Schools Compliance Officer, 120 Franklin Boulevard, Greensboro, NC 27401; (336) 370-8154.

All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.

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