GUILFORD COUNTY SCHOOLS



HIGH SCHOOL Registration

2023-2024

GUILFORD County Schools
BETTER TOGETHER

NON-DISCRIMINATION POLICY

In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities, and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, marital status, parental status, or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination Free Environment Policy AC for a complete statement. Inquiries or complaints regarding Title IX should be directed to the Guilford County Schools Hearing/Compliance Officer, 120 Franklin Boulevard, Greensboro, NC 27401; 336-370-8154. Inquiries or complaints regarding Section 504 should be directed to the Director of Exceptional Children, 120 Franklin Boulevard, Greensboro, NC 27401; 336–370–8103. Tobacco–Free Facilities – All Guilford County Schools facilities, both educational and athletic, are tobacco–free learning environments.



Dear GCS Students,

Welcome to the 2023-24 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. Take advantage of Advanced Placement, International Baccalaureate, Career and Technical Education and college courses that allow you to earn college credit and credentials to enter the workforce while in high school.

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

With appreciation,

Whitney Oakley, EdD
Superintendent

www.gcsnc.com

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

State and Local Course Requirements for High School Graduation

CONTENT AREA	FUTURE READY CORE	OCCUPATIONAL COURSE OF STUDY (OCS)
	For 9th Graders Entering in 2014–2015 to 2019–2020	For 9th Graders Entering in 2017-2018 to 2019-2020
English	4 Credits • English I • English II • English III • English IV	4 Credits • English I • English II* • English III • English IV
Mathematics	4 Credits • NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post–high school plans. NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2016–2017 school year.	3 Credits • Introduction to Math 1 • Math 1 • Financial Management
Science	3 Credits • Earth/Environmental Science • A Physical Science Course • Biology	2 Credits • Applied Science • Biology*

Social Studies	4 Credits
	• A founding principles course which shall be either:
	  • American History: Founding Principles, Civics and Economics
	  • Founding Principles of the United States of America and North Carolina: Civic Literacy (Note: These courses must follow the NCSCOS in its entirety and may not be satisfied by any other courses).
	• American history courses which shall be either:
	  • American History I and American History II
	  • American History I or II and another Social Studies course
	  • American History and another Social Studies course
	• World History
		2 Credits
		• Founding Principles of the United States of America and North Carolina:
		  • Civic Literacy
		  • Civics and Economics
		• One American History course (either):
		  • American History
		  • American History 1
		  • American History 2

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 • Health/Physical Education I	1 Credit • Health/Physical Education I
CPR	Successful completion of CPR for students graduating 2015 and beyond	Successful completion of CPR for students graduating 2015 and beyond
Electives or Other Requirements	6 Credits Total 2 Elective credits of any combination from either: • Career and Technical Education (CTE) • Arts Education • World Language 4 Elective credits from one of the following: • Career & Technical Education (CTE**) • JROTC • Arts Education (e.g. dance, music, theater arts, visual arts) • Any other subject area or cross-disciplinary courses (e.g. social studies, science, mathematics, English, and dual enrollment courses)	6 Occupational Preparation Education Credits and 600 work hours • 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 CTE electives
Arts Education	1 Credit Arts are now a graduation requirement. A student must complete ONE arts credit (Dance, Music, Theater Arts or Visual Arts) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022	1 Credit Arts are now a graduation requirement. A student must complete ONE arts credit (Dance, Music, Theater Arts or Visual Arts) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022
Total Minimum Credits Required	22 Credits	22 Credits

State and Local Course Requirements for High School Graduation

CONTENT AREA	FUTURE READY CORE	OCCUPATIONAL COURSE OF STUDY (OCS)
	For 9th Graders entering in 2020-2021	
English	4 Credits • English I • English II • English III • English IV	4 Credits • English I • English II* • English III • English IV
Mathematics	4 Credits • 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 • Introduction to Mathematics • NC Math 1 • Financial Management
Science	3 Credits • A physical science course • Biology • An earth/environmental science course	2 Credits • Applied Science • Biology

Social Studies	4 Credits
	• A founding principles course which shall be either:
	  • 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:
	  • American History I
	  • American History II
	  • American History
	• World History
	• Economics and Personal Finance
		2 Credits
		• 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 • Health /Physical Education I	1 Credit • 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
Electives or Other Requirements	6 Credits Total 2 Elective credits of any combination from either: • Career and Technical Education (CTE) • Arts Education • World Language 4 Elective credits from one of the following: • Career & Technical Education (CTE**) • JROTC • Arts Education (e.g. dance, music, theater arts, visual arts) • Any other subject area or cross-disciplinary courses (e.g. social studies, science, mathematics, English, and dual enrollment courses)	6 Occupational Preparation Education Credits and 600 work hours • 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 CTE electives
Arts Education	1 Credit Arts are now a graduation requirement. A student must complete ONE arts credit (Dance, Music, Theater Arts or Visual Arts) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022	1 Credit Arts are now a graduation requirement. A student must complete ONE arts credit (Dance, Music, Theater Arts or Visual Arts) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022
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 9TH GRADERS ENTERING IN 2021-2022	
English	4 Credits • English I • English II • English III • English IV	4 Credits • English I • English II* • English III • English IV
Mathematics	4 Credits • 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 • Introduction to Mathematics • NC Math 1 • Financial Management • Employment Preparation IV: Math (to include 150 work hours)
Science	3 Credits • a physical science course • Biology • an earth/environmental science course	3 Credits • Applied Science • Biology • Employment preparation I: Science (to include 150 work hours)
Social Studies	4 Credits • Founding Principles of the United States of America and North Carolina: Civic Literacy • World History • American History • Economics and Personal Finance	4 Credits • 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 required for admission to the UNC System	Not required for OCS
Health and Physical Education	1 Credit • Health /Physical Education I	1 Credit • 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
Electives or Other Requirements	6 Credits Total 2 Elective credits of any combination from either: • Career and Technical Education (CTE) • Arts Education • World Language 4 Elective credits from one of the following: • Career & Technical Education (CTE**) • JROTC • Arts Education (e.g. dance, music, theater arts, visual arts) • Any other subject area or cross-disciplinary courses (e.g. social studies, science, mathematics, English, and dual enrollment courses)	2 Credits Occupational Preparation: • Employment Preparation Ill: Citizenship IIA (to include 75 work hours) • Employment Preparation Ill: Citizenship IIB (to include 75 work hours) • Completion of IEP objectives • Career Portfolio required
Career and Technical Education		4 Credits CTE electives
Arts Education	1 Credit Arts are now a graduation requirement. A student must complete ONE arts credit (Dance, Music, Theater Arts or Visual Arts) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022	1 Credit Arts are now a graduation requirement. A student must complete ONE arts credit (Dance, Music, Theater Arts or Visual Arts) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022
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/

General Information

Welcome to the spring registration process for the 2023–2024 school year

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

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

- Know how to calculate your GPA (Grade Point Average)
- Know how to read a transcript
- Understand the meaning and importance of a course credit
- Know your high school graduation requirements
- Understand and complete a High School Four-Year Plan
- Know the attendance policy
- Understand the Career and Technical Education (CTE) Career Pathways available at each high school and how to get a competitive edge as a Concentrator in a Career Cluster
- Have an understanding of High School Options
- Understand the meaning and importance of various curriculum options, such as:
  a) Honors/Advanced Placement (AP),
  b) International Baccalaureate (IB),
  c) College Courses,
  d) Credit by Demonstrated Mastery,
  e) Virtual Learning,
  f) Diploma Endorsements, and
  g) Career and College Promise.

Important Tips:

- Talk with your school counselor(s), Career and College Managers, parent and teachers concerning your course selections.
- Choices you make in high school affect your academic and career options after high school.
- Seriously consider your course selection.
- To earn a high school diploma you must meet all course, credit and test requirements of at least one course of study.
- Courses of study are designed by the state to prepare students for a multitude of post-high school opportunities.
- Take the most challenging classes that will prepare you for educational and career opportunities after high school.
- REGISTRATION IS A COMMITMENT to take the courses you have selected. Remember, when you complete your registration online, you are requesting a specific course—NOT a specific teacher, time, or place. Every effort will be made to grant requests by linking you with schools that will offer special courses within guidelines to be established by the school board. You may choose the courses you would like to take in the next school year; however, your schedule may change pending final grades in the courses you are currently taking and your End-of-Grade (EOG) or End-of-Course (EOC) scores.

Steps for Completing the Registration Process

- Study the General Information section of this registration book. Identify the requirements for graduation by reviewing the charts on pages 3 and 5.
- Read the course descriptions of both required courses and electives in which you are interested, and make sure you meet the prerequisites.
- Use the High School Plan developed by you and your counselor to select the courses you want to take.
- Talk with your school counselors, Career and College Managers, and teachers for help with determining the courses you need. School staff members will make recommendations to you by using several criteria, such as your previous performance, test scores, and the AP Potential results based on your PSAT information.
- Meet with your counselor to make your course selections.
- Have your parent/guardian double-check your selections to make sure you have registered for the courses you need.

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 healthcare provider or your local health department.

North Carolina requires Diphtheria, tetanus and pertussis (DTaP) five doses. 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.

North Carolina requires 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.

Planning for High School Registration

Future Ready Core

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

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

Before selecting your classes, consider asking yourself these questions:

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

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

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

Early Graduation

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

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

Graduation Project

The Graduation or Senior Project is a site–based decision for each high school in GCS. Please see your school's counselor or principal for more information.

Graduation Project Components

The Graduation Project consists of four components:

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

Diploma Endorsements

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

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

These endorsements are earned by completing specific coursework, maintaining a minimum GPA, and earning additional industry certification (Career Endorsement only). For specific information on the requirements to earn the Career Endorsement, College Endorsement, College/UNC Endorsement, NC Academic Scholars Endorsement, or Global Languages Endorsement, please visit the Diploma Endorsements webpage at www.dpi.nc.gov/districts-schools/high-school-graduation-requirements/high-school-diploma-endorsements

Notes

Preparing for College in North Carolina

The UNC System Admissions Requirements

To enroll in any of the 16 universities, listed to the right, that make up the UNC, undergraduate students must meet the minimum requirements outlined in the following chart:

Course Requirements

- **English – 4 Units**
  English I, English II, English III, English IV
- **Mathematics – 4 Units**
  NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post–high school plans. NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2016–2017 school year.
- **Science – 3 Units**
  A physical science course
  A life or biological course
  At least one laboratory course
- **Social Studies – 2 Units**
  US History
  One additional course
- **Global Languages – 2 Units**
  Recommended at least two course units in one global language
- **Electives**
  Additional electives must be included to meet local graduation requirements

Minimum Admissions Requirements for High School GPA and SAT/ACT Scores			
YEAR	MINIMUM GPA	MINIMUM SAT	MINIMUM ACT COMPOSITE
FALL 2013 and beyond	2.5 cumulative weighted	1010	19

Students applying for admission for fall 2006 or after, for whom standardized test scores are required, must submit either the SAT I or the ACT with the writing component. ***SAT/ACT scores have been waived for admission into UNC System Schools for the graduating seniors this year.***

The 16 Campuses of the University of North Carolina

1. Appalachian State University
2. Elizabeth City State University
3. NC A&T State University
4. NC School of the Arts
5. UNC–Pembroke
6. UNC–Chapel Hill
7. UNC–Greensboro
8. Western Carolina University
9. East Carolina University
10. Fayetteville State University
11. NC Central University
12. NC State University
13. UNC–Asheville
14. UNC–Charlotte
15. UNC–Wilmington
16. Winston–Salem State University

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

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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.

shift_ed
BOLDLY ACCELERATING STUDENT POTENTIAL

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.

Course Credits

Specific courses required for high school graduation may be taken in middle school. Students enrolled in grades 6 through 8 who pass eligible courses (see State Board of Education SBoE policy CCRE–001) that are described in the North Carolina Standard Course of Study for grades 9 through 12 will receive high school credit. The student's high school GPA will be computed only with courses taken during the high school years (9th–12th grades). Grades for middle school classes are not part of the high school GPA calculation. Credit may be earned for courses taken online through district practice and policy. See the Virtual Learning section for additional information.

Repeating a Course for Which Credit Was Earned

Beginning with the 2018–2019 school year, after receiving high school credit for a course, a student may not repeat the same course for credit. Exceptions to this rule apply to:

- OCS students enrolled in CTE courses (students can 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 the course;
- students enrolled in level five military science courses; and
- students who are medically fragile and receive a medical exemption to repeat a previously passed course.

Other than the exceptions listed above, students are permitted to repeat a course for credit only when they have failed the course. (GCS policy IHF-P).

Repeating a Previously Failed Course

In alignment with SBoE 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 it earn credit toward graduation only once.

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, 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 specific times each year during the fall, spring, and summer. 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, see your school counselor, or go to www.gcsnc.com and search for Credit by Demonstrated Mastery.

Course Loads

Students are expected to attend school full–time and take a full load of courses. Exceptions are made for students approved for work–based learning experiences taken in conjunction with CTE courses and for those taking dual–enrollment courses in postsecondary schools.

Grading Scale

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

Grades shall reflect a student's progress in meeting the objectives of a specified curriculum or course. Teachers shall keep accurate records 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 with the exception noted below. 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. Christine Joyner Greene Education Center, and alternative and magnet schools may issue report cards that reflect unique program goals.

Grading Scale

Effective with the 2015–16 school year

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

Effective for the entering 9th grade class of 2015–2016 (SBoE policy GCS–L–004)

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

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

Promotion Requirements

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

High Schools 9–12

- **Grades 9 to 10** – A minimum of 5 units cumulative must be earned.
- **Grades 10 to 11** – A minimum of 10 units cumulative must be earned.
- **Grades 11 to 12** – A minimum of 16 units cumulative must be earned.
- **Graduation** – A minimum of 22 units and successful completion of any other state standards must be earned, according to SBoE policy 3420.

**All high school credits earned in middle school apply toward the student's promotion requirements.*

Transfer Credit

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

1. Credit for all courses approved by the sending school
2. Weighted credit for a course designated by the sending school system as Honors or AP only if a comparable course is designated Honors or AP in the current GCS High School Registration book.
3. The regional accrediting agencies include the Middle States, New England, North Central, Northwest, Southern, and Western Association of Colleges and Schools. Additionally, AdvancEd and Cognia are accepted as accrediting bodies through SACS.

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

1. The parent/guardian must read and sign the transfer credit parent form and provide a copy to the receiving school before beginning the transfer credit process.
2. The parent/guardian must provide clear and concise attendance records for the student. If the incoming student were homeschooled prior to turning 16, proof of the home school's approval by the North Carolina Division of Non–Public Education is required and must be timely submitted to the school.
3. Transfer students requesting credit from a non–accredited program are required to have the institution provide the following documentation to the receiving GCS school:
   - Course title(s), materials used, total number of contact hours per course, attendance record(s), scores of any standardized tests associated with the specific course(s), and complete syllabus(i) with topics and number of hours included. Note: clear alignment to the appropriate North Carolina Standard Course of Study or Essential State Standards must be evident to receive credit for a given course.
4. All requests should be submitted to the receiving GCS school for review and evaluation. The receiving school may request additional documentation, which may include but is not limited to student work samples and artifacts.
5. The school will inform the parent/guardian of the approval decision within two weeks of the submission. If the course is approved, the following apply:
   - Grades will be recorded as "Pass" (P) or "Fail" (F) and identified on the transcript as non–GCS grades.
   - The approved courses will not be included for calculation of GPA or class ranking at the school.

North Carolina High School to Community College Articulation Agreement

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

- Students must pass the identified CTE courses with a B or higher and have a score of 93 or higher on the standardized CTE EOC post-assessment.
- Students must enroll at the community college within two years of their high school graduation date to receive college credit.
- Students must submit an official high school transcript to the community college to verify that the criteria to award credit for articulated coursework has been met.

The North Carolina High School to Community College Articulation Agreement may be found at www.ncperkins.org/mod/page/view.php?id=38

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

HIGH SCHOOL PROGRAM AREA	HIGH SCHOOL COURSE # AND TITLE	COMMUNITY COLLEGE COURSE # AND TITLE	NOTES
Agricultural Education	AS32 Agricultural Mechanics II	WLD-112 Basic Welding Processes OR AGR-111 Basic Farm Maintenance	
Agricultural Education	Animal Science II - Food Animal	ANS-110 Animal Science	
Agricultural Education	AP41 Horticulture I	HOR-150 Intro to Horticulture	
Agricultural Education	AP44 Horticulture II – Landscaping	HOR-114 Landscaping Construction OR LSG-111 Basic Landscaping Technique	
Business and Information Technology Education	BA10 Accounting I	ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I	
Business and Information Technology Education	BA20 Accounting II	ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I OR ACC-119 Accounting Fundamentals II	
Business and Information Technology Education	BP12 Computer Programming II	CSC-153 C# Programming	
Business and Information Technology Education	BM10 Microsoft Word & PowerPoint	CIS-111 Basic PC Literacy OR CIS-124 DTP Graphics Software OR OST-136 Word Processing	
Business and Information Technology Education	BM10 Microsoft Word & PowerPoint AND BM20 Microsoft Excel	OST-137 Office Software Applications	
Business and Information Technology Education	BM20 Microsoft Excel	CTS-130 Spreadsheet	
Business and Information Technology Education	BD10 Multimedia & Webpage Design	WEB-110 Internet/Web Fundamentals OR WEB-120 Intro Internet Multimedia	

HIGH SCHOOL PROGRAM AREA	HIGH SCHOOL COURSE # AND TITLE	COMMUNITY COLLEGE COURSE # AND TITLE	NOTES
Business and Information Technology Education	BN20 Network Administration I	CTI-115 Computer Systems Foundation OR CTI-120 Network and Security Foundation OR NET-110 Networking Concepts OR NOS-110 Operating System Concepts OR SEC-120 Security Concepts	
Business and Information Technology Education	BN22 Network Administration II	CTS-112 Windows OR (NET-110 Networking Concepts AND NOS-230 Windows Administration I)	
Business and Information Technology Education	BF05 Personal Finance	BUS-125 Personal Finance	
Family and Consumer Science Education	FE11 Early Childhood Education I AND FE12 Early Childhood Education II	EDU-119 Intro to Early Childhood Education	
Family and Consumer Science Education	FN41 Foods I AND FN42 Foods II – Enterprise	CUL-112 Nutrition for Food Service	
Family and Consumer Science Education	(Enterprise OR FH20 Intro to Culinary Arts & Hospitality) AND ServSafe Certification	CUL-110 Sanitation & Safety AND CUL-110A Sanitation & Safety Lab	
Family and Consumer Science Education	FN43 Foods II – Technology	CUL-150 Food Science AND CUL-150A Food Science Lab	
Family and Consumer Science Education	FIS3 Interior Applications	DES-235 Products	
Health Science Education	HU40 Health Science I	MED-121 Medical Terminology I AND MED-122 Medical Terminology II	
Health Science Education	HU42 Health Science II	HSC-110 Orientation to Health Careers AND (HSC-120 CPR OR MED-180 CPR Certification)	
Health Science Education	HN43 Nursing Fundamentals	NAS-101 Nursing Assistant I	
Health Science Education	HH32 Pharmacy Technician	PHM-110 Intro to Pharmacy	
Marketing Education	ME11 Entrepreneurship I	ETR-210 Intro to Entrepreneurship	
Marketing Education	MM51 Marketing	ETR-230 Entrepreneur Marketing OR MKT-110 Principles of Fashion OR MKT-120 Principles of Marketing	
Technology Engineering AND Design Education	TE21 Principles of Technology I	PHY-121 Applied Physics	
Technology Engineering AND Design Education	TE22 Principles of Technology II	EGR-115 Intro to Technology OR PHY-131 Physics-Mechanics	
Technology Engineering AND Design Education	TP11 PLTW Introduction to Engineering and Design AND TP12 PLTW Principles of Engineering AND TP23 PLTW Civil Engineering and Architecture	ARC-111 Intro to Arch Technology OR DDF-211 Design Process I	

HIGH SCHOOL PROGRAM AREA	HIGH SCHOOL COURSE # AND TITLE	COMMUNITY COLLEGE COURSE # AND TITLE	NOTES
Technology Engineering AND Design Education	TE11 Technology Engineering and Design AND TE12 Technology Design AND TE13 Engineering Design	EGR-110 Intro to Engineering Technology AND (CEG-115 Intro to Technology and Sustainability OR EGR-115 Intro to Technology OR DDF-211 Design Process I)	
Trade and Industrial Education	IC00 Core and Sustainable Construction	WOL-110 Basic Construction Skills	
Trade and Industrial Education	IT16 Automotive Service I AND IT117 Automotive Service II AND IT18 Automotive Service III	TRN-111 Chassis Maint. Light Repair AND TRN-112 Powertrain Maint. Light Repair AND AUT-113 Automotive Servicing I	Must complete Maintenance and Light Repair (MLR) Task List
Trade and Industrial Education	IM21 Cabinetmaking I AND IM22 Cabinetmaking II	CAB-111 Cabinetmaking I	
Trade and Industrial Education	IC00 Core and Sustainable Construction AND IC21 Carpentry I	CAR-110 Intro to Carpentry OR WOL-110 Basic Construction Skills OR CST-110 Intro to Construction	
Trade and Industrial Education	IC22 Carpentry II	CST-111 Construction I	Must receive credit for CST-111 before receiving credit for CST-112
Trade and Industrial Education	IC23 Carpentry II	CST-112 Construction II	
Trade and Industrial Education	II21 Computer Engineering Technology I	CTS-120 Hardware/Software Support	
Trade and Industrial Education	1121 Computer Engineering Technology II	CTS-220 Advanced Hard/Software Support	Must receive credit for CTS-120 before receiving credit for CTS-220
Trade and Industrial Education	IA31 Digital Media	DME-100 Intro to Digital Media	
Trade and Industrial Education	IA32 Advanced Digital Media	DME-115 Graphic Design Tool OR DME-120 Intro to Multimedia Appl.	
Trade and Industrial Education	IC61 Drafting I	DFT-111 Technical Drafting I AND DFT-111A Technical Drafting I Lab	
Trade and Industrial Education	IC61 Drafting I AND IC62 Drafting II-Architectural	DFT-115 Architectural Drafting OR DFT-119 Basic CAD OR ARC-114 Architectural CAD	
Trade and Industrial Education	IC61 Drafting I AND IV22 Drafting II-Engineering	DFT-151 CAD I	
Trade and Industrial Education	IV23 Drafting III-Engineering	DFT-112 Technical Drafting II AND DFT-112A Technical Drafting II Lab	Must receive credit for DFT-111 before receiving credit for DFT-112
Trade and Industrial Education	IC00 Core and Sustainable Construction AND IC41 Electrical Trades I AND IC42 Electrical Trades II	ELC-113 Residential Wiring	
Trade and Industrial Education	IC43 Electrical Trades III	ELC-122 Advanced Residential Wiring	

HIGH SCHOOL PROGRAM AREA	HIGH SCHOOL COURSE # AND TITLE	COMMUNITY COLLEGE COURSE # AND TITLE	NOTES
Trade and Industrial Education	IM31 Electronics I AND IM32 Electronics II	ELC–112 DC/AC Electricity AND (ELC–126 Electrical Computations OR EGR–131 Intro to Electronics Tech)	
Trade and Industrial Education	IM34 Electronics IV	ELN–131 Analog Electronics I	
Trade and Industrial Education	IC00 Core and Sustainable Construction AND IC11 Masonry I AND IC12 Masonry II	MAS–110 Masonry I	
Trade and Industrial Education	IC13 Masonry III	MAS–110 Masonry I	
Trade and Industrial Education	IM41 Metals Manufacturing Technology I AND IM42 Metals Manufacturing Technology II	BPR–111 Blueprint Reading AND MAC–111 Machining Technology I AND MAC–151 Machining Calculations	
Trade and Industrial Education	II11 Network Engineering Technology I	NET–125 Networking Basics OR NET–110 Networking Concepts	
Trade and Industrial Education	II12 Network Engineering Technology II	NET–125 Networking Basics OR NET–126 Routing Basics	
Trade and Industrial Education	IM61 Welding Technology I	WLD–110 Cutting Processes	
Trade and Industrial Education	IM61 Welding Technology I AND IM62 Welding Technology II	WLD–110 Cutting Processes AND WLD–115 SMAW (Stick) Plate	

Course Sequences

	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 UNC list	NC Math 1 or NC Math 1 Honors NC Math 2 or NC Math 2 Honors NC Math 3 or NC Math 3 Honors AP Computer Science Principles, approved CTE courses, or 4th Math from UNC list	NC Math 1 Honors NC Math 2 Honors NC Math 3 Honors Precalculus AP Calculus AB/BC AP Statistics	NC Math 1 or NC Math 1 Honors NC Math 2 or NC Math 2 Honors NC Math 3 or NC Math 3 Honors 4th Math: Precalculus, Discrete Math for Computer Science, NC Math 4, or NC Math 4 Honors AP Calculus AB/BC AP Statistics	NC Math 1 or NC Math 1 Honors NC Math 2 or NC Math 2 Honors NC Math 3 or NC Math 3 Honors AP Computer Science Principles, approved CTE courses, or 4th Math from UNC list	NC Math 1 or NC Math 1 Honors NC Math 2 or NC Math 2 Honors NC Math 3 or NC Math 3 Honors AP Computer Science Principles, approved CTE courses, or 4th Math from UNC list
Science	Earth/Environmental Science or Earth/Environmental Honors Biology or Biology Honors Chemistry or Chemistry Honors	Earth/Environmental Science or Earth/Environmental 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 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 Honors Biology or Biology Honors Chemistry or Chemistry Honors AP Chemistry AP Biology AP Physics AP Environmental Science	Earth/Environmental Science or Earth/Environmental Honors Biology or Biology Honors Chemistry or Chemistry Honors AP Chemistry AP Biology AP Physics AP Environmental Science
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 or AP US Government and Politics 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

	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
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 (Recommended) Level 4 Honors of the same Global Language (Recommended)	(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
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
Arts Education	(Recommended) Dance, Music, Theater Arts and Visual Arts: Beginning Intermediate Proficient Advanced	(Recommended) Dance, Music, Theater Arts and Visual Arts: Beginning Intermediate Proficient Advanced	(Recommended) Dance, Music, Theater Arts and Visual Arts: Intermediate Proficient Advanced 1 Advanced 2 AP Art or Music Theory	(Recommended) Dance, Music, Theater Arts and Visual Arts: Beginning Intermediate Proficient Advanced	(Recommended) Dance, Music, Theater Arts and Visual Arts: Beginning Intermediate Proficient Advanced	(Recommended) Dance, Music, Theater Arts and Visual Arts: Beginning Intermediate Proficient Advanced

CTE PATHWAY COURSE SEQUENCE SAMPLE					
	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
English		English I or English I Honors	English II or English II Honors	English III or English III Honors	English IV or English IV Honors
Mathematics	NC Math 1	NC Math 2 Honors	NC Math 3 Honors	4th Math: Precalculus, Discrete Math for Computer Science, NC Math 4 Honors, or approved CTE course for 4th Math credit	AP Computer Science Principles, approved CTE courses, or 4th Math from UNC list
Science		Earth/Environmental Science or Earth/ Environmental Science Honors	Biology or Biology Honors	Physical Science, Physical Science Honors, Chemistry, or Chemistry Honors	AP Chemistry, AP Biology, AP Physics, or AP Environmental Science
Social Studies		Civic Literacy or Civic Literacy Honors	World History or World History Honors	American History, or American History Honors	Economics and Personal Finance or Economics and Personal Finance Honors
Global Languages		Global Language Level 1 (recommended)	Same Global Language Level 2 (recommended)	Same Global Language Level 3 (recommended)	

CTE PATHWAY 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	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence
Arts Education	(Recommended) Dance, Music, Theater Arts and Visual Arts	(Recommended) Dance, Music, Theater Arts and Visual Arts (Beginning or Intermediate)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Intermediate or Proficient)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Proficient or Advanced	(Recommended) Dance, Music, Theater Arts and Visual Arts (Proficient or Advanced)

ASSOCIATE DEGREE DURING HIGH SCHOOL COURSE SEQUENCE SAMPLE					
	Middle School	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
English		English I or English I Honors	English II or English II Honors	English III or English III Honors	English IV or English IV Honors
Mathematics	NC Math 1	NC Math 2 Honors	NC Math 3 Honors	4th Math: Precalculus, Discrete Math for Computer Science, or NC Math 4 Honors or CC equivalent Math course	AP Computer Science Principles, approved CTE courses, or 4th Math from UNC list
Science		Earth/Environmental Science or Earth/ Environmental Science Honors	Biology or Biology Honors	Physical Science, Physical Science Honors, Chemistry, or Chemistry Honors	
Social Studies		Civic Literacy or Civic Literacy Honors	World History or World History Honors	Honors American History or college-level equivalents from CCP list	Economics and Personal Finance Honors
Global Languages		Global Language Level 1 (recommended)	Same Global Language Level 2 (recommended)	Same Global Language Level 3 Honors (recommended)	
Health and Physical Education	CPR	Health and Physical Education I CPR (if not completed in eighth grade)			
Career and Technical Education	Business; Computer Science; Family & Consumer Science; or Technology, Engineering, & Design	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence
Arts Education	(Recommended) Dance, Music, Theater Arts and Visual Arts	(Recommended) Dance, Music, Theater Arts and Visual Arts (Beginning or Intermediate)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Intermediate or Proficient)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Proficient or Advanced)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Proficient or Advanced)

4-YEAR IVY LEAGUE SCHOOL COURSE SEQUENCE SAMPLE					
	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
English		English I Honors	English II Honors	AP English Language and Composition	AP English Literature and Composition
Mathematics	NC Math 1 NC Math 2	NC Math 3 Honors	AP Statistics	Precalculus	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)	Economics and Personal Finance Honors. Additional AP Social Sciences 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	Same Global Language 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	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence
Arts Education	(Recommended) Dance, Music, Theater Arts and Visual Arts	(Recommended) Dance, Music, Theater Arts and Visual Arts (Beginning or Intermediate)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Intermediate or Proficient)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Proficient or Advanced)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Proficient or Advanced)

UNC SYSTEM INSTITUTION COURSE SEQUENCE SAMPLE					
	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
English		English I or English I Honors	English II or English II Honors	English III Honors or AP Language and Composition	English IV Honors or AP Literature and Composition
Mathematics	NC Math 1	NC Math 2 Honors	NC Math 3 Honors	4th Math: Precalculus, Discrete Math, or AFM	AP Calculus AB/BC or AP Statistics
Science		Earth/Environmental Science or Earth/ Environmental Science Honors	Biology or Biology Honors	Physical Science, Physical Science Honors, Chemistry, or Chemistry Honors	AP Chemistry, AP Biology, AP Physics, or AP Environmental Science
Social Studies		Civic Literacy Honors or AP US Government and Politics	Honors World History or AP World History	Honors American History or AP US History	Honors Economics and Personal Finance. Additional AP Social Sciences 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)			

UNC SYSTEM INSTITUTION 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	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence	Please refer to CTE Pathway Course Sequence
Arts Education	(Recommended) Dance, Music, Theater Arts and Visual Arts	(Recommended) Dance, Music, Theater Arts and Visual Arts (Beginning or Intermediate)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Intermediate or Proficient)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Proficient or Advanced)	(Recommended) Dance, Music, Theater Arts and Visual Arts (Proficient or Advanced)

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

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

Other Information

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

Enrollment in Off–Campus Courses

All high school students are expected to attend school on a full–time basis. Students who have advanced beyond all the GCS course in specific content areas may request principal permission to attend classes on college campuses. Written approval from the principal must be obtained during the spring semester high school registration period. No approval will be granted after the end of the registration period. Fees, charges, tuition, books, materials, and transportation required of the student are the responsibility of the student and the parent or guardian.

Virtual Learning Options

Edmentum/Apex Virtual School and North Carolina Virtual Public School (NCVPS) provide students with expanded academic options by offering online courses at NO COST to your student.

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

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

For more information about online courses, contact your school's counseling office or the GCS Blended Learning Department at 336-370-3272.

Career and College Promise

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

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

- College Transfer Pathway
- CTE Pathway

College Transfer Pathway – Juniors and Seniors can earn tuition-free course credits that will transfer seamlessly to any UNC System or participating private college or university. Many courses can be used to provide dual credit to meet both high school and college credits.

Career and Technical Education Pathway – Juniors and Seniors can earn tuition-free course credits toward a certificate, diploma, degree, or state or industry-recognized workforce credential.

For more information about the Career and College Promise program, including courses offered and eligibility requirements, please visit the Career and College Promise webpage at https://www.gtcc.edu/academics/high–school–programs/career–and–college–promise.php

Honors/AP

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

Each student is required to take the appropriate EOC assessment the first time the student takes a course, even if it is an Honors or AP course.

Students enrolled in Honors courses will be allowed to continue in those courses if they transfer from one high school to another within GCS. Students meeting the prerequisites have open access to AP courses.

AP Testing

The College Board will coordinate the national administration of the AP exams during the month of May in the following areas: Art History, Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language and Culture, Computer Science A, Computer Science Principles, Economics – Macro and Micro, English Language and Composition, English Literature and Composition, Environmental Science, European History, French Language and Culture, German Language and Culture, Government & Politics – US and Comparative, Human Geography, Japanese Language and Culture, Latin, Music Theory, Physics 1 and 2, Physics C, Psychology, Precalculus, Seminar, Spanish Language, Spanish Literature, Statistics, Studio Art: Drawing and Design, 2D, 3D, US History, and World History. AP Research is only available in AP Capstone schools. AP Seminar and AP Research are components of the AP Capstone diploma offered in AP Capstone schools.

Recognition of Honor Graduates

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

** Averages are not rounded up.*

Communities in Schools

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

Non–Credit Driver Education

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

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

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

Home/Hospital Services

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

Section 504

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

- have a physical or mental impairment that substantially limits one or more major life activities (e.g., learning, concentrating, breathing, seeing, walking, and so forth)
- have a record of impairment, or
- are regarded as having an impairment.

Students eligible under Section 504 may be entitled to supports and services, which are delivered through a 504 plan. For a list of frequently asked questions about Section 504, please visit www.ed.gov and search for 504 Frequently Asked Questions.

For more information, contact the Section 504 Coordinator at the school. If you need further assistance, please contact the District Section 504 Supervisor.

Non-Discrimination Policy

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

Refer to the Board of Education's Discrimination Free Environment Policy AC for a complete statement.

Inquiries or complaints regarding Title IX should be directed to the Guilford County Schools Hearing/Compliance Officer, 120 Franklin Blvd., Greensboro, NC 27401; 336-370-8154.

Inquiries or complaints regarding Section 504 should be directed to the Student Services Department, 134 Franklin Blvd., Greensboro, NC 27401; 336-370-2323.

CFNC.org

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

NC Testing End-of-Course Testing Program

Students enrolled in Math I, Math 3, Biology, and English II are required to take the NC EOC test. The EOCs are used to sample a student's knowledge of subject-related concepts as specified in the NC Standard Course of Study and provide a global estimate of each student's mastery of the material in a particular content area. All EOCs will be administered at the end of the semester (block schedule) or the end of the year (traditional schedule). Schools shall use results from all EOC tests as 20 percent of the student's final grade for each respective course.

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

Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), often simply called the PSAT, is nationally administered by the College Entrance Examination Board (CEEB) and assesses students in three areas: reading, writing, and mathematics. Each fall, all students in grades 10 and 11 take the PSAT at no cost. Beginning in 2023-2024, the PSAT/NMSQT will be administered digitally.

The PSAT is used to help students practice for the SAT and qualify for scholarships and recognition from programs such as National Merit Scholarships, National Achievement Scholarships for Outstanding African American Students, the National Hispanic Scholar Recognition Program, the Student Search Service, and some statewide and national industry scholarship competitions.

SAT

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

The SAT is administered at selected sites nationally. Students must pay and register online or by mail several weeks before the test date. Registration information is available in the school counselors' office at each high school and at www.collegeboard.org. Beginning in the spring of 2024, the SAT will be administered digitally.

ACT®

The ACT college–readiness assessment is a curriculum-based and standard–based educational– and career–planning tool that assesses students' academic readiness for college. All students in grade 11 take the ACT, which has five subscores covering skill areas of English, mathematics, reading, STEM, and science. Students in grade 10 take the PreACT, which is designed to help students prepare not only for high school coursework but also for college and career success. The PreACT also contains five curriculum–based assessments: English, mathematics, reading, STEM, and science. www.actstudent.org.

CTE Proof of Learning

Each NC CTE course has a Proof of Learning (POL) to document students' attainment of technical competencies based on the goals and objectives of the NC CTE Essential Standards. The POL for each NC CTE course is one of the following: a) a 100–question multiple choice state assessment, b) an industry–recognized credential, or c) a Performance–based Measure (PBM). The North Carolina Department of Public Instruction establishes which POL will be applied in each course. Scores for state assessments and attainment for credentials and PBMs are reported to NCDPI and used to evaluate programs and the system–wide attainment of performance standards, as required by the Carl D. Perkins Career and Technical Education Act. For CTE courses included in either the North Carolina Community College Articulation Agreement or the GCS/GTCC Local Articulation Agreement, students who earn a score of 93 or better on the CTE state assessment and make a B or better in the course may receive articulated college credit.

WorkKeys®

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

ATTENDANCE

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

A. ATTENDANCE RECORDS

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

B. LAWFUL (EXCUSED) ABSENCES

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

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

No student may leave school after arrival on campus, except with the permission of a designated school official and in accordance with the school's established sign–out procedures. An absence may be lawful/excused for any of the following reasons:

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

4. medical or dental appointments;
5. participation as a party or under subpoena as a witness in a court or administrative tribunal proceeding, including a proceeding before the Guilford County Schools Board of Education;
6. for observance of an event required or suggested by the religion of the student or the student's parent(s), students are entitled to up to two days each academic year;
7. participation in a valid educational opportunity, such as travel or service as a legislative or governor's page, with prior approval from the principal;
8. childcare: illness or medical appointment during school hours of a child of whom the student is the custodial parent; or
9. visitation with the student's parent or legal guardian, at the discretion of the Superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

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

C. UNLAWFUL (UNEXCUSED) ABSENCES

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

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

D. SCHOOL–RELATED ACTIVITIES

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

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

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

E. EXCESSIVE ABSENCES

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

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

F. CHRONIC ABSENTEEISM

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

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

Requirements for Athletic Participation

To participate in any sport, a student in a 4 x 4 block schedule must pass three courses for the semester immediately prior to the semester of participation, meet LEA promotion requirements and meet any additional individual school requirements. Students on a traditional schedule must pass five courses the previous semester to be eligible. Lab courses that a student is

taking for credit but which are listed as an audit class do not carry a grade and do not count toward passing the minimum number of courses passed per semester.

In addition to academic requirements established by the North Carolina High School Athletic Association, high school students must also earn a minimum GPA for the previous semester. Students in grades 10–12 must earn a minimum 2.0 weighted GPA for the previous semester. First-year freshmen have no GPA requirement for their first semester upon entering the 9th grade but must earn a 1.5 weighted GPA for the first semester to be eligible for the second semester.

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

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

Age: A student may not participate in any sport if their 19th birth date comes on or before August 31 the present school year.

Eight-Semester Rule: A student may not participate at the high school level for a period lasting longer than eight consecutive semesters, beginning with the student's first enrollment in 9th grade.

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

Promotion Standards: All students must meet local promotion standards set by the GCS. A set number of total units earned must be met to be promoted to the next grade level.

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 administrative district are governed by local Board of Education Policy.

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

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

Online Courses and Eligibility

Online Courses and High School Eligibility Standards: Online courses through Apex and NCVPS can be used in determining whether the student meets high school eligibility standards. Virtual course credit can be used toward: 1) the number of courses passed requirement and 2) calculating GPA. If you have any questions, please contact the GCS Blended Learning Department at 336-370-3272.

College-Bound Student Athlete

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

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

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

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

Test-Score Requirements: In Divisions I and II, the student must achieve the minimum required SAT score or ACT before their first full-time college enrollment to qualify.

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

High School Options

HIGH SCHOOLS	THEME	GRADES
Andrews High School	The Aviation Academy	9–12
Andrews High School	Andrews Early College of Health and Sciences	9–12
Dudley High School	Engineering, Education, and Health Sciences	9–12
The Early College at Guilford	Accelerated High School and College.	9–12
The STEM Early College at NC A&T State University	Science, Technology, Engineering, and Mathematics	9–12
International Baccalaureate Diploma Programme	Two-Year International Baccalaureate (IB)	9–12
Doris Henderson Newcomers School	English Language Learning	3–12
Kearns Signature Career Academy	Computer and Information Science	9–12
Northeast Guilford Signature Career Academy	Computer and Information Science	9–12
Penn-Griffin School for the Arts	Performing and Visual Arts	9–12
Southern Academy of Education and Advanced Sciences	Education/Advanced Sciences: Agricultural/Health	9–12
Academy of Advanced Manufacturing and Engineering	Advanced Manufacturing and Engineering	9–12
The Academy at Smith Signature Career Academy	Biomedical Technology and Specialized Health Sciences	9–12
Weaver Academy for Advanced Technology and Performing and Visual Arts	Performing and Visual Arts and Advanced Technology	9–12
Western Guilford High School	Advanced Placement Academy/Advanced Placement Capstone	9–12
Western Guilford High School/Signature Career Academy	Transportation, Distribution, and Logistics	
MIDDLE COLLEGE HIGH SCHOOLS	**THEME**	**GRADES**
Greensboro College Middle College	High School/Postsecondary Study	11–12
The A&T Four Middle College at N.C. A&T State University	High School/Postsecondary Study	9–13
The Middle College at GTCC – Greensboro	High School/Postsecondary Study	9–13
The Middle College at GTCC – High Point	High School/Postsecondary Study	9–13
The Middle College at GTCC –Jamestown	High School/Postsecondary Study	9–13
The Middle College at UNC – Greensboro (UNCG)	High School/Postsecondary Study	9–13

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

Andrews High School – The Aviation Academy

Location: Andrews High School

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

Students can earn industry and Federal Aviation Administration (FAA) certifications/licenses and graduate with up to 68 college credits—tuition and books are free! Students are given the opportunity to finish the associate degree at Guilford Technical Community College (GTCC) while in high school and then transfer the credits to the Greensboro campus of Embry–Riddle Aeronautical University or to other colleges and universities, such as A&T or NC State. After two years post high school, students can earn a bachelor's degree!

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

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

Andrews High School – Andrews Early College of Health Sciences

Location: Andrews High School

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

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

Location: Dudley High School

GCS offers an exciting academy program through a collaborative partnership with area colleges and universities. Students begin an approved rigorous course of study in 9th grade, preparing them for dual enrollment as high school seniors and first–year college students. The courses for the programs are set for each Academy area, with some opportunity for student selection. All Academy students must complete a minimum of 150 hours of service–learning opportunities before graduation.

A highlight of the senior–year experience is the opportunity to spend the final year of high school studying on a local college or university campus. GCS pays for tuition and books at NC A&T State University for students in the Early College Academy of Engineering. GCS pays for tuition and books at GTCC for students in the Education and Health Science Academies. During this year, students are encouraged and supported to apply for scholarships to assist with continuing their undergraduate education (e.g., money for tuition and fees) once they graduate from high school. All graduates of the Academies will be Future Ready Core and College Tech Prep completers, which will provide them the opportunity to continue in their chosen areas of study. Students begin work on an NC-approved rigorous course of study in the 9th grade, preparing them for dual enrollment in college courses during their senior year. Students in 9th, 10th, and 11th grades take Honors and AP courses taught by select teachers from GCS in a block schedule and/or A/B Day schedule. The challenging curriculum prepares students for a smooth transition to NC A&T State University or GTCC.

Highly motivated rising 9th graders who are interested in a rigorous academic program that leads to a future career are excellent candidates. To be considered for the Dudley Early College Academies, applicants should have scored at Level III, IV, or V on Math and Reading EOG tests. Students must meet any college/university entrance requirements for the dual-enrollment year. Students completing the program are often the beneficiaries of high scholarship potential, connections that foster success throughout their postsecondary years, and exceptional academic development and maturity.

The Early College at Guilford

Location: Guilford College

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

Highly qualified teachers from GCS teach 9th and 10th grade courses at the Honors and AP levels. Although students primarily interact with other 9th and 10th graders, they also have access to Guilford College resources, including Hege Library, the Learning Commons, and dining facilities. In addition, The Early College at Guilford offers students a variety of opportunities for service, teamwork, and leadership development through participation in the school's many clubs and competitive academic teams.

In consultation with the college liaison, 11th and 12th grade students build Guilford College schedules—at least four courses per semester—that meet their individual needs and interests as well as high school graduation requirements. Guilford College's academic program includes 38 majors and 54 minors, providing a wide range of liberal arts and preprofessional opportunities. Students are enrolled in these courses with undergraduate students and taught by Guilford College professors. Additionally, students enroll in a seminar class each semester for academic/social support and guidance. Early College students graduate with a high school diploma and two years of college credit from Guilford College.

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

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

The STEM Early College at NC A&T State University

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

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

Students begin work on an NC-approved rigorous course of study in the 9th grade, preparing them for dual enrollment in college courses during their junior and senior years. Students in 9th and 10th grades take Honors and AP courses taught by select teachers from GCS in a block schedule and/or A/B Day schedule. Students are enrolled in eight courses per year as well as one course for two summers. The challenging curriculum prepares students for a smooth transition to NC A&T State University.

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

Students who attend The STEM Early College are self–motivated, responsible, and highly organized. They are creative and independent thinkers and learners who appreciate academic and personal challenges. Students are selected to attend the school through a rigorous process that evaluates academic achievement, standardized test results, academic recommendations, personal essays, and a culminating interview. Successful candidates typically are academically competitive with a strong interest in STEM careers. Additionally, students must be formally accepted into NC A&T at the end of their sophomore year. Students graduate with a high school diploma and up to two years of college credit from NC A&T State University.

International Baccalaureate Diploma Programme

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

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

Course offerings are based on interest, participation, and the school's ability to schedule and support them. Please check with the IB coordinator at a particular school to see whether a course is offered at a given location.

Doris Henderson Newcomers School

Location: 411 Friendway Rd, Greensboro, NC

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

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

The school operates on a 10–month schedule. Students generally attend the school for one year but may attend for a longer or shorter time, depending on individual achievement and progress. When students arrive at the school, they are assessed to determine their academic and language skills and then placed into classrooms that best meet their needs. The school also provides adult English language instruction, K–12 tutoring, babysitting, and family outings on Saturdays. At least one member of each family is encouraged to participate.

The school consists of highly qualified teachers and support staff. Instruction includes English language, math, writing, science, social studies, and computer skills. Counselors and teachers work with students to ease the transition to a new culture and environment. The staff assists with community connections, health–outreach programs, and student counseling.

Field trips are essential to creating positive social experiences and building background knowledge of the community. Students visit local sites, such as colleges and universities, city attractions, the North Carolina Zoo, parks, and museums.

Before completing the program at Doris Henderson Newcomers School, teachers and counselors develop a plan for transitioning students to their assigned schools. Once the student enrolls in the assigned school, personnel conduct follow–up sessions with them. To enroll or obtain information, please call Doris Henderson Newcomers School at (366) 316-5883.

Kearns Signature Career Academy

Location: 1710 McGuinn Drive, High Point, NC

Students attending the Academy of Computer and Information Science at Kearns Academy will explore emerging areas of technology, such as ethical hacking and data analytics. Students are expected to graduate with a series of industry certifications, professional and technical skills, and college credits, making them ready to enter one of the fastest-growing, highest-paid professions available. Experiences provided through our industry partners will help students connect learning to the real challenges faced by computer scientists. Majors in this academy include: Cybersecurity and Artificial Intelligence. This academy has an assigned attendance zone.

Northeast Guilford Signature Career Academy

Location: Northeast Guilford High School

Students attending the Academy of Computer and Information Science at Northeast Guilford High School will learn to interact with computers and computer systems through coding, networking, and data analytics. Students are expected to graduate with a series of industry certifications, professional

and technical skills, and college credits, making them ready to enter one of the fastest-growing, highest-paid professions in the world. Experiences provided through our industry partners will help students connect learning to the real challenges faced by computer scientists. Majors in this academy include: Cybersecurity and Artificial Intelligence. This academy has an assigned attendance zone.

Penn–Griffin School for the Arts

Location: Penn–Griffin

Penn–Griffin School for the Arts offers courses in eight arts disciplines: Band, Chorus, Dance, Guitar, 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 6th through 12th grade. School acceptance is based on a comprehensive application process, including academics, an audition, and an interview. Upon acceptance into the high school program, the student will continue formal study in their art concentration through a supportive environment with other students who share a passion and love for the arts.

High school students who are interested in applying to Penn–Griffin School for the Arts will complete and submit an online application by the deadline. Students who continue in the application process will be contacted for an audition and interview.

Southern Academy of Education and Advanced Sciences

Location: Southern Guilford High School

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

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

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

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

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

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

Smith High Signature Career Academy

Location: Smith High

Students attending the Academy of Advanced Manufacturing and Engineering at Ben L. Smith High School will study technologies of designing, improving, and producing products. Students complete their junior and senior year CTE courses on the site of an industry partner or at Guilford Technical Community College, depending on each student's customized program of study. Students are expected to graduate with industry credentials, professional and technical skills, and college credits, making them more marketable to colleges and employers than many nonacademy peers. Majors in this academy to include: Integrated Production Technology and PLTW Engineering. This academy has an assigned attendance zone.

The Academy at Smith Signature Career Academy

The Academy at Smith

Students attending the Academy of Biomedical Technology and Specialized Health Sciences at the Academy at Smith will use the equipment and tools of medical researchers to explore and find solutions to some of today's most pressing medical challenges. Mentorship from industry professionals is an expected element of each student's program of study. Students are expected to graduate with industry credentials

and professional, technical, and research skills, as well as college credits, making this an appealing school for students wishing to continue education in the medical field. Majors in this academy include PLTW Biotechnology Research and Development, Pharmacy Technician, and Counseling and Mental Health.

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

The Academy serves grades 9 through 12. Classes are small, with no more than 20 students. Students are offered opportunities to take Honors and AP courses. Students have opportunities to earn national certifications, such as CNA I, in their career pathway, where they complete required job shadowing, apprenticeships, and/or clinicals.

Weaver Academy for Advanced Technology and Performing and Visual Arts

Location: Phillip J. Weaver Education Center

Weaver Academy for Advanced Technology and Performing and Visual Arts, located under the Philip J. Weaver Education Center, showcases two extraordinary educational programs in the district: a part–time school for students interested in advanced technology courses and a full–time school for creative students immersed in a performing and visual arts track of study. Located in downtown Greensboro, Weaver Academy specializes in advanced technology and audition-based performing and visual arts courses. The full–time Academy for Performing and Visual Arts high school has an enrollment of over 330 performing and visual arts students in grades 9 through 12. More than 500 10th, 11th, and 12th grade students are enrolled in the part–time Academy for Advanced Technology.

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

The Weaver Academy is a full–time option high school (grades 9 through 12), which offers the added ingredient of correlating the arts with academics. The Academy provides career preparation in an artistic discipline through individualized instruction and cultural enrichment. Weaver prepares its graduates for college and university admission. Highly motivated and talented students who are interested in a rigorous academic program with a concentration in performing or visual arts are encouraged to apply. Prospective students may apply in the following principal areas: Dance, Drama, Guitar, Piano, Recording Engineering, Strings, Visual Arts, and Vocal Music. Our mission is to challenge the most talented, artistic students to perform, critique, and respond to a high level of art while pursuing a lifelong passion for the arts, professionally and academically. Weaver enhances a student's art experience and offers creative opportunities in a caring and supportive setting.

Western Guilford High School/ Advanced Placement Academy

Location: Western Guilford High School

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

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

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

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

Western Guilford High School/ Signature Career Academy

Location: Western Guilford High School

Students attending **the Signature Career Academy of Transportation, Distribution, and Logistics at Western Guilford High School** will study innovations in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. Students learn in a simulated work environment. Students are expected to graduate with industry credentials, professional and technical skills, and college credits, making them more marketable to colleges and employers than many non-academy peers. Majors in this academy include Global Logistics and Supply Chain Management and Drone Technology.

Notes

Middle College High Schools

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

Greensboro College Middle College

Location: Greensboro College

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

The A&T Four Middle College at NC A&T State University

Location: Hodgin Hall

In a collaborative agreement with NC A&T State University, GCS is proud to provide the first all–male public school in North Carolina and one of a few in the nation. This unique publicly funded school offers smaller class sizes and the opportunity for students to build supportive relationships with teachers and administrators. The classroom environment allows students the chance to receive the individual attention and support necessary for academic success. Students have access to courses required for graduation. The school's goal is for every student to graduate with a high school diploma and two transferable college credits with tuition paid by the school district.

The Middle College at NC A&T State University is open to all male high school students in grades 9 through 12. Students interested in attending the Middle College must complete an application, submit letters of reference, and attend an interview accompanied by their parent/guardian.

The Middle College at GTCC – Greensboro

Location: GTCC, Greensboro Campus

The Middle College at GTCC–Greensboro provides the opportunity to complete high school and earn up to an associate degree. The faculty and staff of the Middle College at GTCC–Greensboro help students identify their strengths

and true potential in a supportive environment, empowering them to develop and achieve goals. The school strives to meet and exceed state and national accountability standards and is committed to using staff, community, and technology resources to meet these challenges.

Facts about the Middle College at GTCC–Greensboro:

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

The Middle College at GTCC – High Point

Location: GTCC, High Point Campus

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

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

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

The school operates Monday through Friday from 11:30 a.m. to 5:30 p.m. and follows a calendar similar to GTCC's academic calendar, beginning in early August and ending in late May. All high school core classes are taught at the Honors level, and our personal investment in each student focuses on stretching their potential for academic and career success.

The Middle College at GTCC – Jamestown

Location: GTCC, Jamestown Campus

The Middle College at GTCC–Jamestown opened in 2001 along with Greensboro College Middle College, becoming NC's first middle college high schools. Students in grades 9 through 12 attend Honors level classes at the school from 11:00 a.m. to 5:00 p.m. In 2004, the school became one of five reform high schools in NC selected by Governor Easley's Learn and Earn initiative. The specific goals of the Middle College at GTCC–Jamestown are:

- to create and maintain a model academically rigorous middle college high school serving grades 9–13;
- to serve a diverse student body that reflects the diversity of the GCS district with an emphasis on first–generation college students, underrepresented populations, and students at risk who would benefit from a small, nontraditional environment;
- to ensure that students graduate with both a high school diploma and at least some college credit, up to and including an associate degree (or college credential) or two years of college credit within four or five years; and
- to promote a career– and college–ready culture through integration of extensive career exploration via job shadowing, school–wide business field trips, guest speakers, and personal self–exploration.

College visit field trips and a personalized college and/or career plan will be developed for each student.

The school staff is committed to providing individualized attention and celebrating the diversity and uniqueness of each student. The school district pays for all textbooks and tuition for college–level courses. Transportation is also provided for classes between 11:00 a.m. and 5:00 p.m. The mission of the Middle College at GTCC–Jamestown is to provide rigorous, relevant, and engaging instruction to develop positive relationships with students, prepare them to cope with life's challenges, and ensure that each and every one of our diverse students graduates in four or five years with an associate degree or some college credit and is prepared to be a resilient, productive global citizen.

The Middle College at UNC – Greensboro (UNCG)

Location: UNCG

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

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

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

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

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

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

We encourage serious–minded students who are looking for a more hands–on educational experience and interested in the health, medical, and youth–development fields to apply. These students must be mature enough to handle the responsibilities of being on an open college campus.

We strongly encourage all our students to maintain a minimum GPA of 3.0 during their attendance at the Middle College at UNCG, where we are "Preparing Every Student to Be College, Career, and Life Ready!"

Arts Education Concentrations



FOUR UNITS NEEDED TO COMPLETE CONCENTRATIONS.
Concentrations are not required for graduation by GCS but are recommended.

A student must complete ONE arts credit (music, visual art, theater arts, dance) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022.

MUSIC – INSTRUMENTAL – BAND CONCENTRATION		
LEVEL	**COURSE**	**PREREQUISITES**
1	Band Beginning	None
2	Band Intermediate*	Band Beginning and/or Proficiency Assessment
3	Honors Band Proficient*	Band Intermediate and/or Proficiency Assessment
4	Honors Band Advanced	Honors Band Proficient and/or Proficiency Assessment
MUSIC – INSTRUMENTAL – BAND ENRICHMENT**		
COURSE		**PREREQUISITES**
Jazz Band (Beginning–Advanced)		Previous Level Completion and/or Proficiency Assessment
Honors Music Theory (Advanced)		Teacher Approval and/or Assessment
Pre–AP Music Theory (selected schools)		Beginning Level Music and/or Assessment
AP Music Theory		Music Assessment/Teacher Approval
IB Music (selected schools)		Music Assessment/Teacher Approval
Band (Beginning–Advanced)		Previous Level Completion and/or Proficiency Assessment

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

*** Instrumental Music (Band) students may enroll in band enrichment in addition to ensemble courses if their schedule permits. All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher–level course.*

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

MUSIC – INSTRUMENTAL – ORCHESTRA CONCENTRATION		
LEVEL	**COURSE**	**PREREQUISITES**
1	Orchestra Beginning	None
2	Orchestra Intermediate*	Orchestra Beginning and/or Proficiency Assessment
3	Honors Orchestra Proficient	Orchestra Intermediate and/or Proficiency Assessment
4	Honors Orchestra Advanced	Honors Orchestra Proficient and/or Proficiency Assessment
MUSIC – INSTRUMENTAL – ORCHESTRA ENRICHMENT**		
COURSE		**PREREQUISITES**
Jazz Band (Beginning–Advanced)		Previous Level Completion and/or Proficiency Assessment
Honors Music Theory (Advanced)		Teacher Approval and/or Assessment
Pre–AP Music Theory (selected schools)		Beginning Level Music and/or Assessment
AP Music Theory		Music Assessment/Teacher Approval
IB Music (selected schools)		Music Assessment/Teacher Approval
Orchestra (Beginning–Advanced)		Previous Level Completion and/or Proficiency Assessment

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

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

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

Arts Education Concentrations | FOUR UNITS NEEDED TO COMPLETE CONCENTRATIONS.

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

MUSIC – VOCAL – CHORUS CONCENTRATION		
LEVEL	**COURSE**	**PREREQUISITES**
1	Vocal Music Beginning	None
2	Vocal Music Intermediate Women's Chorus and/or Vocal Music Intermediate Concert Choir*	Vocal Music Beginning and/or Proficiency Assessment
3	Honors Vocal Music Proficient	Vocal Music Intermediate Women's Choir and/or Vocal Music Intermediate Concert Choir and/or Proficiency Assessment
4	Honors Vocal Music Advanced Honors	Vocal Music Proficient and/or Proficiency Assessment
MUSIC – VOCAL – CHORUS ENRICHMENT*		
COURSE		**PREREQUISITES**
Honors Music Theory (Advanced)		Teacher Approval and/or Assessment
Pre–AP Music Theory (selected schools)		Beginning Level Music and/or Assessment
AP Music Theory		Music Assessment/Teacher Approval
IB Music (selected schools)		Music Assessment/Teacher Approval

** Students who have passed completed continuous K–8 music and chorus courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school chorus. This decision will be at the discretion of the director, guidance counselor, and/or principal.* ***All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher–level course.***

MUSIC – GUITAR CONCENTRATION *		
LEVEL	**COURSE**	**PREREQUISITES**
1	Guitar Beginning	None
2	Guitar Intermediate	Guitar Beginning and/or Proficiency Assessment
3	Honors Guitar Proficient	Guitar Intermediate and/or Proficiency Assessment
4	Honors Guitar Advanced	Honors Guitar Proficient and/or Proficiency Assessment
MUSIC – INSTRUMENTAL – ORCHESTRA ENRICHMENT**		
COURSE		**PREREQUISITES**
Jazz Band (Beginning–Advanced)		Previous Level Completion and/or Proficiency Assessment
Honors Music Theory (Advanced)		Teacher Approval and/or Assessment
Pre–AP Music Theory (selected schools)		Beginning Level Music and/or Assessment
AP Music Theory		Music Assessment/Teacher Approval
IB Music (selected schools)		Music Assessment/Teacher Approval

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

*** Students who have passed completed continuous K–8 music and guitar courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school guitar. This decision will be at the discretion of the teacher, guidance counselor, and/or principal.* ***All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher–level course.***

Arts Education Concentrations | FOUR UNITS NEEDED TO COMPLETE CONCENTRATIONS.

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

DANCE CONCENTRATION		
LEVEL	**COURSE**	**PREREQUISITES**
1	Dance Beginning	None
2	Dance Intermediate	Dance Beginning and/or Proficiency Assessment
3	Honors Dance Proficient	Dance Intermediate and/or Proficiency Assessment
4	Honors Dance Advanced	Dance Proficient and/or Proficiency Assessment
DANCE ENRICHMENT		
COURSE		**PREREQUISITES**
Honors Ballet Proficient		Dance Intermediate and/or Proficiency Assessment
Honors Ballet Advanced		Honors Ballet Proficient and/or Proficiency Assessment
Honors Tap Advanced		Proficient Level Dance Course and/or Proficiency Assessment
Pre–AP Dance		Beginning Level Dance and/or Assessment

Students who have passed completed continuous 6–8 Dance courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school dance. This decision will be at the discretion of the teacher, guidance counselor, and/or principal. ***All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher–level course.***

THEATER ARTS CONCENTRATION		
(MODULE ONE)		
LEVEL	**COURSE**	**PREREQUISITES**
1	Theater Arts Beginning	None
2	Theater Arts Intermediate	Theater Arts Beginning and/or Proficiency Assessment
3	Honors Theater Arts Proficient	Theater Arts Intermediate and/or Proficiency Assessment
4	Honors Theater Arts Advanced	Honors Theater Arts Proficiency and/or Proficiency Assessment
(MODULE TWO)		
LEVEL	**COURSE**	**PREREQUISITES**
1	Theater Arts Beginning	None
2	Theater Arts Intermediate	Theater Arts Beginning and/or Proficiency Assessment
3	Honors Theater Studies I with Lab	Theater Arts Intermediate and/or Proficiency Assessment
4	Honors Theater Studies II with Lab or IB Music (selected schools)	Honors I and/or Proficiency Assessment
(MODULE TWO)		
COURSE		**PREREQUISITES**
Media Performance Beginning (selected schools)		None
Honors Technical Theater I Proficient		Intermediate Level Theater Arts Course and/or Proficiency Level and Teacher Approval
Honors Technical Theater II Advanced		Honors Technical Theater I Proficient and Teacher Approval
Pre–AP Theater Arts (selected schools)		Beginning Level Theater Arts course

Students who have passed completed continuous 6–8 Theater Arts courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school Theater Arts. This decision will be at the discretion of the teacher, guidance counselor, and/or principal. ***All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher–level course.***

Arts Education Concentrations | FOUR UNITS NEEDED TO COMPLETE CONCENTRATIONS.

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

VISUAL ART CONCENTRATION		
LEVEL	**COURSE**	**PREREQUISITES**
1	Visual Art Beginning	None
2	Visual Art Intermediate	Visual Art Beginning and/or Proficiency Assessment
3	Honors Visual Art Proficient	Visual Art Intermediate and/or Proficiency Assessment
4	Honors Visual Art Advanced	Honors Visual Art Proficient and/or Proficiency Assessment
AP SELECT		
COURSE		**PREREQUISITES**
Pre–AP Art (select schools)		Beginning Level Art
AP Art 2D Design		Portfolio Pre–AP Art I, II, III/Co–Art/2D Lab
AP Art 3D Design Portfolio		Pre–AP Art I, II, II/Co–Art/3D Lab
AP Art Drawing Portfolio		Pre–Portfolio Assessment/Art III/Co–Art/Drawing Lab
AP Art History		Teacher Approval
IB ART SELECTIONS		
COURSE		**PREREQUISITES**
Honors Art/Design		Must be planning to enroll in IB program
IB Art/Design SL		Co–Studio Art Lab
IB Art/Design HL		Pre–IB Art/Design SL

COMPUTER GRAPHICS CONCENTRATION		
LEVEL	**COURSE**	**PREREQUISITES**
1	Computer Graphics Beginning	None
2	Computer Graphics Intermediate	Computer Graphics Beginning and/or Proficiency Assessment
3	Honors Computer Graphics Proficient	Computer Graphics Intermediate and/or Proficiency Assessment
4	Honors Computer Graphics Advanced	Honors Computer Graphics Proficient and/or Proficiency Assessment

PHOTOGRAPHIC DESIGN CONCENTRATION		
LEVEL	**COURSE**	**PREREQUISITES**
1	Photographic Design Beginning	None
2	Photographic Design Intermediate	Photographic Design Beginning and/or Proficiency Assessment
3	Honors Photographic Design Proficient	Photographic Design Intermediate and/or Proficiency Assessment
4	Honors Photographic Design Advanced	Honors Photographic Design Proficient and/or Proficiency Assessment

Students who have passed completed continuous 6–8 visual art courses and/or passed the Proficiency Assessment may be eligible to skip Beginning and potentially Intermediate levels of high school visual art. This decision will be at the discretion of the teacher, guidance counselor, and/or principal. ***All courses may be repeated for credit. Courses skipped in the sequence may be substituted for a repeated higher–level course.***

Course Descriptions – Arts Education

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

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

NC has implemented state standards for Honors credit in the four Arts Education areas: dance, theater arts, music (band, chorus, and orchestra), and visual arts. All courses at the Proficient and Advanced levels are inherently Honors. All courses (including Honors) may be taken more than once for credit. Students must demonstrate proficiency at the current level before advancing to the next level. Students who demonstrate proficiency may skip levels based on assessments for the content area. Entering 9th grade, students who have K–8 experience in the art form and/or passed the proficiency assessment may skip level(s). The teacher, guidance counselor, and principal will make this determination.

DANCE
Dance Beginning
Dance Intermediate
Pre–AP Dance
IB Dance
Honors Dance Proficient
Honors Dance Advanced
Honors Ballet Proficient
Honors Ballet Advanced
Honors Tap Advanced

THEATER ARTS
Theater Arts Beginning
Theater Arts Intermediate
Pre–AP Theater Arts
Honors Theater Arts Proficient
Honors Theater Arts Advanced
Honors Theater Studies I Proficient
Theater Studies Lab I
Honors Theater Studies II Advanced
Theater Studies Lab II
Honors Technical Theater I Proficient
Honors Technical Theater II Advanced
IB Theater Arts SL
Media Performance Beginning

MUSIC–BAND
Band Beginning
Band Intermediate
Honors Band Proficient
Honors Band Advanced
Jazz Band Beginning
Jazz Band Intermediate
Honors Jazz Band Proficient
Honors Jazz Band Advanced

MUSIC–CHORUS
Vocal Music Beginning
Vocal Music Intermediate Women's Chorus
Vocal Music Intermediate Concert Choir
Honors Vocal Music Proficient
Honors Vocal Music Advanced

MUSIC–ORCHESTRA
Orchestra Beginning
Orchestra Intermediate
Honors Orchestra Proficient
Honors Orchestra Advanced

MUSIC–OTHER
Guitar Beginning
Guitar Intermediate
Honors Guitar Proficient
Honors Guitar Advanced
Honors Music Theory Advanced
Modern Music Production
Pre–AP Music Theory
AP Music Theory
IB Music

VISUAL ARTS
Visual Art
Visual Art Beginning
Visual Art Intermediate
Honors Visual Art Proficient
Honors Visual Art Advanced
Honors Advanced 3D Specialization
Pre–AP Visual Art
AP Studio Art: 2D Design
Art/2D Lab
AP Art Studio: 3D Design
Art/3D Lab
AP Studio Art: Drawing
AP Studio Art: Drawing Lab
AP Art History
IB Art/Design HL
IB Art/Design SL

ARTS - OTHER
Computer Graphics Beginning
Computer Graphics Intermediate
Honors Computer Graphics Proficient
Honors Computer Graphics Advanced
Photographic Design Beginning
Photographic Design Intermediate
Honors Photographic Design Proficient
Honors Photographic Design Advanced

Course Descriptions – Arts Education

DANCE BEGINNING

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

Students will develop an understanding of basic dance techniques and vocabulary. Dance history, anatomy, improvisation, choreography, and performance are included. This process develops greater self–discipline and confidence. **At certain high schools.**

DANCE INTERMEDIATE

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

Prerequisite: Dance Beginning and/or Proficiency Assessment

This course offers advanced study of dance techniques and vocabulary. Dancers will develop their own choreographic style through possible in–depth study of specific styles of modern dance. **At certain high schools.**

PRE–AP DANCE

Prerequisite: Beginning Dance

This course is designed for students who intend to purse Dance as their electives in high school. The course focuses on skills associated with ideation, experimentation, creation, revision, reflection, and analysis—the full range of processes and activities that artists engage in while producing their work. Rather than limiting arts instruction to a singular focus on a final performance or finished portfolio and the development of technical skills that ensure the quality of this presentation, the Pre–AP Arts courses allow room for these culminating events while also emphasizing the opportunities for choice–making that enhance students' abilities to think critically and creatively as artists. Students will receive Honors credit for the completion of this yearlong curriculum. **At certain high schools.**

HONORS DANCE PROFICIENT

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

Prerequisite: Beginning Dance

This course is designed for students who intend to pursue Dance as their electives in high school. The course focuses on skills associated with ideation, experimentation, creation, revision, reflection, and analysis—the full range of processes and activities that artists engage in while producing their work. Rather than limiting arts instruction to a singular focus on a final performance or finished portfolio and the development of technical skills that ensure the quality of this presentation, the Pre–AP Arts courses allow room for these culminating events while also emphasizing the opportunities for choice–making that enhance students' abilities to think critically and creatively as artists. Students will receive Honors credit for the completion of this yearlong curriculum. **At certain high schools.**

HONORS DANCE ADVANCED

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

Prerequisite: Honors Dance Proficient and/or Proficiency Assessment

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

HONORS BALLET PROFICIENT

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

Prerequisite: Dance Intermediate and/or Proficiency Assessment

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

HONORS BALLET ADVANCED

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

Honors Ballet Proficient and/or Proficiency Assessment

This course offers advanced study of ballet technique, vocabulary, and some pointe work as well as the continued study of dance history, choreography, and performance. Dancers will continue to develop self–discipline and confidence. **At certain high schools.**

HONORS TAP ADVANCED

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

Proficient Level Dance Course and/or Proficiency Assessment

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

IB DANCE

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

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. **At certain high schools.**

THEATER ARTS BEGINNING

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

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

PRE-AP THEATER ARTS

Prerequisite: Theater Arts Beginning

This course is designed for students who intend to purse Theater as their electives in high school. The course focuses on skills associated with ideation, experimentation, creation, revision, reflection, and analysis—the full range of processes and activities that artists engage in while producing their work. Rather than limiting arts instruction to a singular focus on a final performance or finished portfolio and the development of technical skills that ensure the quality of this presentation, the Pre-AP Arts courses allow room for these culminating events while also emphasizing the opportunities for choice-making that enhance students' abilities to think critically and creatively as artists. Students will receive Honors credit for the completion of this yearlong curriculum. **At certain high schools.**

PRE-AP THEATER ARTS

Grade Level:

Prerequisite: Theater Arts Beginning

This course is designed for students who intend to purse Theater as their electives in high school. The course focus on skills associated with ideation, experimentation, creation, revision, reflection, and analysis—the full range of processes and activities that artists engage in while producing their work. Rather than limiting arts instruction to a singular focus on a final performance or finished portfolio and the development of technical skills that ensure the quality of this presentation, the Pre-AP Arts courses allow room for these culminating events while also emphasizing the opportunities for choice-making that enhance students' abilities to think critically and creatively as artists. Students will receive Honors credit for the completion of this yearlong curriculum. **At certain high schools.**

THEATER ARTS INTERMEDIATE

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

Prerequisite: Theater Arts Beginning and/or Proficiency Assessment

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

HONORS THEATER ARTS PROFICIENT

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

Prerequisite: Theater Arts Intermediate and/or Proficiency Assessment

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

HONORS THEATER ARTS ADVANCED

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

Prerequisite: Theater Arts Proficient and/or Proficiency Assessment

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

HONORS THEATER STUDIES I PROFICIENT

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

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

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

THEATER STUDIES LAB I

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

Prerequisite: Teacher Approval

At certain high schools.

HONORS THEATER STUDIES II ADVANCED

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

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

This course is oriented toward continuing advanced production development in concentrated areas. **At certain high schools.**

THEATER STUDIES LAB II

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

Prerequisite: Honors Theater Studies I Proficient and Teacher Approval

At certain high schools.

HONORS TECHNICAL THEATER I PROFICIENT

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

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

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

HONORS TECHNICAL THEATER II ADVANCED

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

Prerequisite: Honors Technical Theater I Proficient and Teacher Approval

Advanced techniques for construction of theatrical sets, lighting, makeup, sound, and costumes. **At certain high schools.**

IB THEATER ARTS SL

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

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

MEDIA PERFORMANCE BEGINNING

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

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

BAND BEGINNING

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

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

BAND INTERMEDIATE

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

Prerequisite: Band Beginning and/or Proficiency Assessment

This course gives students the opportunity to further develop their musical skills on wind or percussion instruments to a high level of proficiency. The class will study and perform many types of band literature in concerts, contests, and festivals. Students may be expected to attend all performances.

HONORS BAND PROFICIENT

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

Prerequisite: Band Intermediate and/or Proficiency Assessment

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

HONORS BAND ADVANCED

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

Prerequisite: Honors Band Proficient and/or Proficiency Assessment

This course is designed for highly motivated musicians with previous instrumental music experience. Students will engage in a highly accelerated study of the band repertoire. They will follow the advanced instrumental standards as outlined in the

band portion of the NC Arts Honors Standards. Students will understand and exhibit advanced proficiency in performing, conducting, listening, appreciation, history, analyzing, research culminating in written reports, composing, and current use of technology. Participation in all scheduled rehearsals and performances is required.

JAZZ BAND BEGINNING

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

Prerequisite: Audition

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

JAZZ BAND INTERMEDIATE

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

Prerequisite: Jazz Band Beginning and/or Proficiency Assessment

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

HONORS JAZZ BAND PROFICIENT

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

Prerequisite: Jazz Band Intermediate and/or Proficiency Assessment

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

HONORS JAZZ BAND ADVANCED

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

Prerequisite: Jazz Band Proficient and/or Proficiency Assessment

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

VOCAL MUSIC BEGINNING

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

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

VOCAL MUSIC INTERMEDIATE WOMEN'S CHORUS

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

Prerequisite: Vocal Music Beginning and/or Proficiency Assessment

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

VOCAL MUSIC INTERMEDIATE CONCERT CHOIR

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

Prerequisite: Vocal Music Beginning and/or Proficiency Assessment

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

HONORS VOCAL MUSIC PROFICIENT

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

Prerequisite: Vocal Music Intermediate and/or Proficiency Assessment

This course continues building on the basic skills that were developed in Vocal Music Intermediate. Further study will be offered in music reading and ear training. Students will sing in four parts and study classical choral literature as well as varied music styles. Participation in all regularly scheduled rehearsals (including occasional after–school rehearsals) and evening performances is required. Formal dress may be required.

HONORS VOCAL MUSIC ADVANCED

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

Prerequisite: Honors Vocal Music Proficient and/or Proficiency Assessment

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

ORCHESTRA BEGINNING

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

This course provides the technical skills to play an orchestra instrument through individual, small, and large group instruction. It emphasizes performing before audiences and in competition. This course continues to build on the musical skills learned in the middle school. Participation in all scheduled rehearsals and performances is required. **At certain high schools.**

ORCHESTRA INTERMEDIATE

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

Prerequisite: Orchestra Beginning and/or Proficiency Assessment

This course provides advanced technical skills to play an orchestra instrument through individual, small, and large group instruction. It emphasizes performing before audiences and in competition. This course continues to build on the musical skills learned in the middle school or Orchestra Beginning. Participation in all scheduled rehearsals and performances is required. **At certain high schools.**

HONORS ORCHESTRA PROFICIENT

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

Prerequisite: Orchestra Intermediate and/or Proficiency Assessment

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

HONORS ORCHESTRA ADVANCED

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

Prerequisite: Honors Orchestra Proficient and/or Proficiency Assessment

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

GUITAR BEGINNING

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

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

GUITAR INTERMEDIATE

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

Prerequisite: Guitar Beginning and/or Proficiency Assessment

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

HONORS GUITAR PROFICIENT

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

Prerequisite: Guitar Intermediate and/or Proficiency Assessment

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

HONORS GUITAR ADVANCED

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

Prerequisite: Honors Guitar Proficient and/or Proficiency Assessment

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

HONORS MUSIC THEORY ADVANCED

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

Prerequisite: Assessment and Teacher Approval

This course presents basic elements of melody, harmony, and its structure. Students will begin rhythmic and melodic dictation as well as elementary sight singing. They will learn four–part writing based on figured bass and harmonization of melody. Students must read in at least one clef, preferably treble and bass.

PRE–AP MUSIC THEORY

Prerequisite: Band Beginning, Orchestra Beginning, Guitar Beginning, Jazz Band Beginning, or Vocal Music Beginning

This course is designed for students who intend to purse Music as their electives in high school. The course focuses on skills associated with ideation, experimentation, creation, revision, reflection, and analysis—the full range of processes and activities that artists engage in while producing their work. Rather than limiting arts instruction to a singular focus on a final performance or finished portfolio and the development of technical skills that ensure the quality of this presentation, the Pre–AP Arts courses allow room for these culminating events while also emphasizing the opportunities for choice–making that enhance students' abilities to think critically and creatively as artists. Students will receive Honors credit for the completion of this yearlong curriculum.

AP MUSIC THEORY

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

Prerequisite: Musical knowledge/experience assessment

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

IB MUSIC

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

This course is a one– or two–year sequence preparing students for the HL/SL music exam, including recorded assessments, a musical investigation, and original composition. Practical knowledge of music theory, would be helpful, but is not required. The course offers a survey of diverse musical cultures on a global scale as well as traditional Western music history. It requires an in–depth study of two major works of musical and historical significance as prescribed by the IBO. Concurrent requirement: participation in a school–based music ensemble.

MODERN MUSIC PRODUCTION

Grade Level: 9. 10, 11, 12 **1 Unit**

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.

VISUAL ART BEGINNING

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

This course is a basic introduction to the principles, materials, and history of art. It provides experiences in drawing, design, color, painting, graphics, sculpture, ceramics, textiles, crafts, and art appreciation.

PRE–AP VISUAL ART

Prerequisite: Art Beginning, Computer Graphics Beginning, Photographic Design Beginning

This course is designed for students who intend to purse Visual Art as their electives in high school. The course focuses

on skills associated with ideation, experimentation, creation, revision, reflection, and analysis—the full range of processes and activities that artists engage in while producing their work. Rather than limiting arts instruction to a singular focus on a finished portfolio and the development of technical skills that ensure the quality of this presentation, the Pre–AP Arts courses allow room for these culminating events while also emphasizing the opportunities for choice–making that enhance students' abilities to think critically and creatively as artists. Students will receive Honors credit for the completion of this yearlong curriculum. **At certain high schools.**

VISUAL ART INTERMEDIATE

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

Prerequisite: Visual Art Beginning and/or Proficiency Assessment

This course presents a variety of art media, emphasizing the extensive study of media and technical problems. Form drawing, composition, one– and two–point perspective as a basis for painting, sculpture, crafts, and the use of color theory will be addressed.

HONORS VISUAL ART PROFICIENT

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

Prerequisite: Visual Art Intermediate and/or Proficiency Assessment

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

HONORS VISUAL ART ADVANCED

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

Prerequisite: Honors Visual Art Proficient and/or Proficiency Assessment

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

HONORS ADVANCED 3D SPECIALIZATION

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

Prerequisite: Teacher Approval

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

AP STUDIO ART: 2D DESIGN

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

Prerequisites: Art Beginning, Art Intermediate, and Art Proficient
Corequisite: Art/2D Lab

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

ART/2D LAB

Corequisite: AP Studio Art: 2D Design **1 Unit**

AP STUDIO ART: 3D DESIGN

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

Prerequisites: Art Beginning, Art Intermediate and Art Proficient
Corequisite: Art/3D Lab

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

ART/3D LAB

Corequisite: AP Art 3D Design Portfolio **1 Unit**

AP STUDIO ART: DRAWING

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

Prerequisites: Portfolio Assessment and Art Proficient
Corequisite: Art/Drawing Lab

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

AP STUDIO ART/DRAWING LAB

Corequisite: AP Art: Drawing Portfolio **1 Unit**

AP ART HISTORY

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

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

IB ART/DESIGN HL

Grade Level: 12 **1 Unit**

Prerequisite: IB Art/Design SL
Recommended Corequisite: Studio Art Lab

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

IB ART/DESIGN SL

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

Recommended Corequisite: Studio Art Lab

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

COMPUTER GRAPHICS BEGINNING

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

Prerequisite: Visual Art Beginning

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

COMPUTER GRAPHICS INTERMEDIATE

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

Prerequisite: Computer Graphics Beginning and/or Proficiency Assessment

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

HONORS COMPUTER GRAPHICS PROFICIENT

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

Prerequisite: Computer Intermediate and/or Proficiency Assessment

This course is a continuation of Computer Graphics Intermediate.

HONORS COMPUTER GRAPHICS ADVANCED

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

Prerequisite: Computer Proficient and/or Proficiency Assessment

This course is a continuation of Computer Graphics Proficient.

PHOTOGRAPHIC DESIGN BEGINNING

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

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

PHOTOGRAPHIC DESIGN INTERMEDIATE

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

Prerequisite: Photographic Design Beginning and/or Proficiency Assessment

This course provides experience in indoor photography and the use of design elements and photographic principles in composition and expands darkroom techniques in developing

and printing. Students will develop skills in the use of the camera and other equipment and practice the experimental use of negatives and found objects in printing.

HONORS PHOTOGRAPHIC DESIGN PROFICIENT

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

Prerequisite: Photographic Design II

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

HONORS PHOTOGRAPHIC DESIGN ADVANCED

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

Prerequisite: Photographic Design II

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

Notes

Career and Technical Education (CTE)

Why CTE?

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

Why CTE?
CTE students graduate with choices for careers, not just graduation.

100% of CTE Concentrators graduate.

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

As a CTE Concentrator, you are completing a pathway for:

- High-skill, high-wage, or in-demand careers
- Earning college credits while in high school to jump-start your college degree
- Attaining industry-recognized credentials
- Placement in real-world, work-based learning opportunities within business/industries as apprentices, interns, cooperative learners, and clinicians

CTE Data at a Glance 2020-2021

- 252 Middle/High School CTE courses were offered
- 39,244 students enrolled in CTE courses
  - ✔ 16,256 Middle School Students
  - ✔ 22,988 High School Students

CTE Career Clusters

All CTE pathways align to the Career Clusters. Each course within a CTE pathway is placed in a Career Cluster based on a set of knowledge and skills common to careers within it. Current industry standards identify what the student should know and be able to do. The courses prepare students for success in a broad range of high-skill, high-wage or in-demand careers.

GCS offers 15 of the 16 National Career Clusters:

1. Agriculture, Food, & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology, & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections, & Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering, & Mathematics
16. Transportation, Distribution, & Logistics

CTE Pathways
Each Student's Path. Each Graduate. Each Day

Whether planning to enter the workforce before or after college, all students benefit from both a strong academic foundation and specialized technical skills. CTE pathway course sequences may be combined with required academic courses to assist students with their lifelong plan for learning.

Be a Pathway Completer (Concentrator)

Students who elect to concentrate in a CTE pathway will take a required sequence of courses and must earn two or three credits within a Career Cluster. 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, career development coordinators, and teachers to identify their interests, abilities, and talents and by researching the careers today, tomorrow, and beyond.

Earning College Credit While in High School

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

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



The CTE Experience...

- ✔ **Be a CTE Pathway Completer (Concentrator)**
- ✔ **Attain Industry-Recognized Credentials**
- ✔ **Enroll in Work-Based Learning (WBL)**
- ✔ **Enhance Professional/Employability Skills**
- ✔ **Lead in a Career Technology Student Organizations (CTSOs)**
- ✔ **Prepare for High-Skill, High-Wage, or In-Demand Careers**

Choices for Careers, Not Just Graduation

WORKFORCE READY	2-YEAR COLLEGE	4-YEAR & ADVANCED DEGREES	ENTREPRENEURIAL VENTURES	MILITARY
Credentials	Credentials	Credentials	Credentials	Credentials
Certificates	Certificates	Certificates	Certificates	Certificates
Licensures	Licensures	Licensures	Licensures	Licensures
	Associate Degree	Associate Degree	Consultant	Advanced Ranking
	Professional Degree	Professional Degree	Contractor	Professional Degree
	Specialist Degree	Specialist Degree	Subcontractor	
		Bachelor's Degree	Self-Employed	
		Master's Degree	Start-Up	
		Doctoral Degree		

CTE Course Descriptions | CTE DESCRIPTORS

CTE CAREER CLUSTER:

A grouping of occupations used as an organizing tool for curriculum design and instruction. The Career Cluster approach makes it easy for students to understand the relevance of their required courses and helps them select their elective courses more wisely from a group of similar courses in the same field of work that require comparable skills. Career Clusters identify routes from secondary school to two– and four–year colleges, graduate school, and the workplace so students can link what they learn in school and what they can do in the future.

CTE CAREER PATHWAY:

A subgrouping of occupations within a Career Cluster used as an organizing tool for curriculum design and instruction. Occupations are grouped into pathways based on a set of common knowledge and skills required for career success.

CTE CONCENTRATOR:

A concentrator is a student who elects to focus in a CTE pathway will take a required sequence of courses and must earn two or three credits within a Career Cluster that is aligned with a student's potential career or post-secondary plan.

CTE MAJOR:

A student who has earned the required number of credits in a specific Career Pathway contained in a Career Cluster by enrolling in sequential order. It is recommended that the fourth credit in the sequence be from a work–based learning experience. There are a few exceptions when a fourth course for a specific pathway is not WBL.

UNIT:

A CTE course is equivalent to one unit, except for a few courses that are denoted as two units. A unit equals one credit towards CTE pathway completion.

WORK–BASED LEARNING (WBL):

An educational strategy that allows students to engage in sustained interactions with community business and industry professionals and prepares them for the workplace while allowing the application of technical skills learned in the classroom. Quality WBL experiences help students to develop their technical and employability skills while applying their academic skills. WBL has been a practice for many centuries and is an integral part of the CTE experience.

CAREER AND COLLEGE PROMISE (CCP):

A method to provide a way for any NC high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another NC community college, to UNC System institutions, and to many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

INDUSTRY-RECOGNIZED CREDENTIAL:

A CTE Concentrator signifies proficiency of industry knowledge by obtaining an industry-recognized credential, which is the ability to perform specific tasks that provides evidence of authority, status, rights, and entitlement to privileges.

SUPPLEMENTAL CTE COURSES:

A course that enhances related knowledge and skills developed in a specific Career Pathway contained in a Career Cluster.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs):

A cocurricular national organization for students in a CTE pathway to further their knowledge, skills and leadership ability by participating in activities, events, and competitions (region, state, and national).

HIGH–WAGE CAREER:

A profession that pays at least half of the workers at or above the regional average for that job.

HIGH–SKILL CAREER:

A profession that requires a high school diploma (or equivalent); some college or additional training, such as an apprenticeship/internship; or an industry–recognized credential, certificate, or licensure.

IN–DEMAND CAREER:

A profession that has a very large number of annual openings and a strong job-growth rate each year.

CTE Clusters, CTE Pathways, & CTE Course Descriptions

CTE Career Cluster | AGRICULTURAL, FOOD, AND NATURAL RESOURCES

CTE CAREER PATHWAY ANIMAL SCIENCE (ANSC)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	AA21 Animal Science I	AA22 Animal Science II – Food Animal* or AA23 Animal Science II – Companion Animal*	AA41 Veterinary Assisting Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	AU10 Agriscience Applications, BM20 Microsoft Excel, BF10 Business Essentials, ME11 Entrepreneurship I		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Certified Veterinary Assistant			
CTE Careers Existing Today and Tomorrow: Veterinarian, Animal Health Scientist, Animal Biologist, Science Policy Director			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Animal Science I

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. Strong communication skills are necessary, and English language arts, mathematics, and science standards are reinforced.

CTE COURSE 2

Animal Science II - Food Animal

This course includes more advanced scientific principles and communication skills and includes animal waste management; animal science economics; decision-making; and global concerns in the industry, genetics, and breeding. Strong communication skills are necessary, and English language arts, mathematics, and science standards are reinforced.

Animal Science II - Companion Animal

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care, and marketing of animals that fit into this category is taught in this course. Strong communication skills are necessary, and English language arts, mathematics, and science standards are reinforced.

CTE CAREER PATHWAY MAJOR:

Veterinary Assisting

Interested in a career in animal medicine? Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedures, enhancement of animal

care learned in previous animal courses, and surgical/radiological procedures. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will have hands-on skill sets that will be enforced with 200 hours of working in animal medicine throughout all animal courses in high school. Applied mathematics, science, writing, and skill sets are integrated throughout the curriculum. Students will be prepared for the Veterinary Assisting exam developed by the National Association of Veterinary Technicians in America.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Agriscience Applications

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Course enrollment must be limited to the recommended maximum to ensure safety in all classroom/laboratory settings.

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | AGRICULTURAL, FOOD, AND NATURAL RESOURCES

<table>
<tr><th colspan="4">CTE CAREER PATHWAY
PLANT SYSTEMS (PLSV)</th></tr>
<tr><th>PATHWAY COMPLETER</th><th>CTE COURSE 1</th><th>CTE COURSE 2</th><th>CTE CAREER PATHWAY MAJOR</th></tr>
<tr><td>CTE CONCENTRATOR</td><td rowspan="2">AP41
Horticulture I</td><td rowspan="2">AP42 Horticulture II*
or AP44 Horticulture II – Landscaping* or AP43 Horticulture II – Turfgrass Management*</td><td rowspan="2">Work-Based Learning:
CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship</td></tr>
<tr><td>CTE MAJOR</td></tr>
<tr><td>SUPPLEMENTAL CTE COURSES</td><td colspan="3">AU10 Agriscience Applications, BM20 Microsoft Excel, BF10 Business Essentials, ME11 Entrepreneurship I</td></tr>
<tr><td>CAREER & COLLEGE PROMISE</td><td colspan="3">Recommended Career & College Promise (CCP) Pathway:
Turfgrass Management Technology Certificate</td></tr>
<tr><td colspan="4">CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, North Carolina Certified Plant Professional (CPP), Certified Young Plant Professional (CYPP), NC Private Pesticide Applicator</td></tr>
<tr><td colspan="4">CTE Careers Existing Today and Tomorrow: Landscaper, Global System Architect, Fear Containment Manager</td></tr>
</table>

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Horticulture I

This course covers instruction that expands scientific knowledge and skills to include the more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management; bedding plant production; watering systems; light effects; basic landscape design; installation and maintenance; lawn and turfgrass management; and personal development. Strong communication skills are necessary, and English language arts, mathematics, and science standards are reinforced.

CTE COURSE 2

Horticulture II

This course covers instruction that expands scientific knowledge and skills to include the more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management; bedding plant production; watering systems; light effects; basic landscape design, installation and maintenance; lawn and turfgrass management; and personal development. Strong communication skills are necessary, and English language arts, mathematics, and science standards are reinforced.

Horticulture II – Landscaping

This course provides hands–on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs; identifying landscape plants; and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Strong communication skills are necessary, and English language arts, mathematics, and science standards are reinforced.

Horticulture II – Turfgrass Management

This course provides hands–on instruction and emphasizes eight units of instruction, including fundamentals of soils and pests, environmental issues related to turf management, landscape basics, lawn care and turf production, golf course management, sports turf and turf irrigation, turf equipment and maintenance, and human resources and financial management. Safety skills will be emphasized. Strong communication skills are necessary, and English language arts, mathematics, and science standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Agriscience Applications

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Course enrollment must be limited to the recommended maximum to ensure safety in all classroom/laboratory settings.

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | ARCHITECTURE

CTE CAREER PATHWAY CARPENTRY (CARP)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	IC00 Construction Core	IC21 Carpentry I	IC22 Carpentry II*	IC23 Carpentry III Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, IC41 Electrical Trades I, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, OSHA 10-Hour Construction Industry Certifications, NC NCCER Credential - Carpentry I, NC NCCER Credential - Carpentry II, CPR, First-Aid				
CTE Careers Existing Today and Tomorrow: Shareability Auditor, Opportunity Spotters, Impact Assessors, Construction Managers, Carpenters, Limited Energy Electricians, Construction Material Designers, Tear-Down Teams				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Construction Core

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules, required for all of the NCCER curriculum–area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment." The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. It will also help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint.

CTE COURSE 2

Carpentry I

This course covers basic carpentry terminology and develops technical aspects of carpentry with an emphasis on the development of introductory skills, including orientation to the trade, building materials, fasteners, and adhesives, hand and power tools; reading plans and elevations; introduction to concrete; reinforcing materials, and forms; floor system construction procedures; wall and ceiling framing procedures; and basic stair layout. Strong communication skills are necessary, and English language arts, and mathematics standards are reinforced.

CTE COURSE 3

Carpentry II

This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, window and

exterior door installation, exterior finishing, and the introduction to weatherization module. Strong communication skills are necessary, and English language arts, and mathematics standards are reinforced.

CTE CAREER PATHWAY MAJOR:

Carpentry III

This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with an emphasis on commercial drawing; cold-formed steel framing construction methods; drywall installations; drywall finishing procedures; doors and door hardware installation; and windows, door, floor, and ceiling trim procedures. Strong communication skills are necessary, and English language arts and mathematics standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Electrical Trades I

This course covers basic electrical trades' terminology and develops technical aspects of electrical trades with an emphasis on the development of introductory skills, such as residential wiring, electrical installation, and service. Topics include orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electric Code, device boxes, hand bending techniques, raceways and fittings, and introduction to weatherization. Strong communication skills are necessary, and English language arts, science, and mathematics standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | ARCHITECTURE

CTE CAREER PATHWAY

DRAFTING ARCHITECTURAL (DRFA)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE COURSE 3	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	IC61 Drafting I	IC62 Drafting II – Architectural*	IC63 Drafting III – Architectural	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	FI21 Interior Design Fundamentals, BM20 Microsoft Excel, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Architectural Technology Certificate			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Autodesk Certified User AutoCAD, Autodesk Certified User Revit, Autodesk Certified Professional Revit				
CTE Careers Existing Today and Tomorrow: Architect, Construction Material Designer, Structural Engineer, Global System Architect				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Drafting I

This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms and the use of 3D CAD software, such as REVIT, are essential to this course, and the required method of producing finished drawings.

CTE COURSE 2

Drafting II – Architectural

This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software, such as REVIT, are essential to this course and the required method of producing finished drawings.

CTE COURSE 3

Drafting III – Architectural

This course introduces students to advanced architectural design concepts and Building Information Modeling (BIM). Emphasis is placed on the continued use of 3D CAD tools and software, such as REVIT, in the design and execution of site and foundation plans, electrical/lighting plans, stair/railing design, bath and kitchen details, multilevel floor systems, site development, and renderings and walkthroughs, as well as small commercial building and design.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Interior Design Fundamentals

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on design thinking and utilization of the interior design process; human, environmental, and behavioral factors; color theory, elements, and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques.

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | ARCHITECTURE

CTE CAREER PATHWAY ELECTRICAL TRADES (ELTR)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	IC00 Construction Core	IC41 Electrical Trades I	IC42 Electrical Trades II*	IC43 Electrical Trades III Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, ME11 Entrepreneurship I BF10 Business Essentials			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Electrical Systems Technology Diploma Electrical Systems Technology – Wiring Certificate			
CTE Industry-Recognized Credentials: NC NCCER Credential - Electrical Trades, WorkKeys National Career Readiness Certificate				
CTE Careers Existing Today and Tomorrow: Electrician, Micro Grid Strategists, Power Conversion Specialists				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Construction Core

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules, required for all of the NCCER curriculum–area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment." The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. It will also help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint.

CTE COURSE 2

Electrical Trades I

This course covers basic electrical trades' terminology and develops technical aspects of electrical trades with an emphasis on the development of introductory skills, such as residential wiring, electrical installation, and service. Topics include orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electric Code, device boxes, hand bending techniques, raceways and fittings, and introduction to weatherization. Strong communication skills are necessary, and English language arts, science, and mathematics standards are reinforced.

CTE COURSE 3

Electrical Trades II

This course builds on skills mastered in Electrical Trades I and provides an emphasis on conductors and cables, construction drawings, residential electric services, electrical test equipment usage, alternating current (A/C) theory, grounding and bonding techniques: theory and application of motors, and electric lighting to structures. Strong communication skills are necessary, and English language arts, science, and mathematics standards are reinforced.

CTE CAREER PATHWAY MAJOR:

Electrical Trades III

This course builds on skills mastered in Electrical Trades II and provides an emphasis on conduit bending techniques, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, and control systems and fundamental concepts. Upon successful completion of this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering. Strong communication skills are necessary and English language arts, science and mathematics standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | ARCHITECTURE

CTE CAREER PATHWAY

HEATING, VENTILATION, AND AC (HVAC)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE COURSE 3	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	IC00 Construction Core	IL55 Heating, Ventilation, Air Conditioning, & Refrigeration I	IL56 Heating, Ventilation, Air Conditioning, & Refrigeration II*	IL57 Heating, Ventilation, Air Conditioning, & Refrigeration III Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, ME11 Entrepreneurship I BF10 Business Essentials			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Air Conditioning, Heating and Refrigeration Technology Diploma Air Conditioning, Heating, and Refrigeration Technology – Basic Air Conditioning Certificate			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, NCCER Certification, Occupational Safety and Health Administration (OSHA) 10-Hour Construction Industry Credential				
CTE Careers Existing Today and Tomorrow: Commercial HVAC Technician, HVAC Project Manager, Controller, Robot Sherpa Operations Manager, IoT Smart Appliance Installer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Construction Core

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules, required for all of the NCCER curriculum–area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment." The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. It will also help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint.

CTE COURSE 2

Heating, Ventilation, Air Conditioning & Refrigeration I

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

CTE COURSE 3

Heating, Ventilation, Air Conditioning & Refrigeration II

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

CTE CAREER PATHWAY MAJOR:

Heating, Ventilation, Air Conditioning & Refrigeration III

This is designed for students to further develop skills mastered in HVAC/R II and develop advanced technical aspects of plumbing with the emphasis on Chimneys, Vents, and Flues, Sheet Metal Duct Systems, Fiberglass and Flexible Duct Systems, Commercial Airside Systems, Air Quality Equipment, and Introduction to Hydronic Systems. The Introduction to Weatherization module is also included in this course as a "Supplemental" Module. English language arts and mathematics are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

CTE Career Cluster | ARCHITECTURE

CTE CAREER PATHWAY INTERIOR DESIGN (INDE)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR **CTE MAJOR**	FI21 Interior Design Fundamentals	FI22 Interior Design Studio* or FI23 Interior Design Technology*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
SUPPLEMENTAL CTE COURSES	FA31 Apparel and Textile Production I, IC61 Drafting I, II31 Adobe Visual Design		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Autodesk Certified User Revit			
CTE Careers Existing Today and Tomorrow: Furniture Designer, Facilities Architect, Virtual Showroom Coordinator, 3D Design Manager			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Interior Design Fundamentals

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English language arts, mathematics, science, social studies, art, and technology are reinforced.

CTE COURSE 2

Interior Design Studio

This course prepares students for entry-level and technical work opportunities in interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet residential and commercial needs. Topics include career development, architectural styles, furnishings and textiles, lighting and accessories, laws, public policies, and regulations impacting design, and universal design practices.

Interior Design Technology

This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Apparel and Textile Production I

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

Drafting I

In this entry–level course, students are introduced to tools used to effectively communicate ideas and concepts found in architecture, manufacturing, engineering, science, and mathematics. Topics include the fundamentals of manual drawing–board drafting techniques, sketching, geometry, and geometric construction drawings. Students will learn the basics of simple

and complex techniques used in 2D and 3D computer–aided drafting (CAD), while developing basic leadership skills and goal-setting strategies. This course incorporates the Autodesk digital science, technology, engineering, art, math (STEAM) curriculum and will help prepare students for the Autodesk Certified User certification in AutoCAD.

Adobe Visual Design I

This course is a project-based course that develops career and communication skills in Web design using Adobe tools. This course is aligned to the Adobe Dreamweaver certification. English language arts are reinforced.

CTE Career Cluster | ARTS, A/V TECHNOLOGY, & COMMUNICATIONS

CTE CAREER PATHWAY ADOBE ACADEMY (ADAC)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	II41 Adobe Visual Design I	II432 Adobe Visual Design II* or II43 Adobe Digital Design I* or II45 Adobe Video Design I*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	MM51 Marketing, BM20 Microsoft Excel, ME11 Entrepreneurship I		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Adobe Photoshop, InDesign, Illustrator, Adobe Dreamweaver, Adobe Premiere			
CTE Careers Existing Today and Tomorrow: Motion Graphics Designer, 3Dimensionalist, 3D Printer "Ink" Developer, Animation Expert			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Adobe Visual Design I

This course is a project-based course that develops career and communication skills in Web design using Adobe tools. This course is aligned to the Adobe Dreamweaver certification. English language arts are reinforced.

CTE COURSE 2

Adobe Visual Design II

This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. English language arts are reinforced.

Adobe Digital Design I

This course is a project-based course that develops career and communication skills in Web design using Adobe tools. This course is aligned to the Adobe Dreamweaver certification. English language arts are reinforced.

Adobe Video Design I

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Marketing

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing–information management, market planning, pricing, product/service management, promotion, and selling. Also, Students develop an understanding of marketing functions applications and impact on business operations. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | ARTS, A/V TECHNOLOGY, & COMMUNICATIONS

CTE CAREER PATHWAY

APPAREL AND TEXTILE PRODUCTION (ATPR)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	FA31 Apparel and Textile Production I	FA32 Apparel and Textile Production II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	II31 Adobe Visual Design, BM20 Microsoft Excel, ME11 Entrepreneurship, MI21 Fashion Merchandising		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Pre-Professional Assessment and Certification in Fashion, Textiles, and Apparel			
CTE Careers Existing Today and Tomorrow: Textile CAD Designer, Apparel Colorist, 3D Fashion Designer, Digital Fabricator, eCommerce Strategist			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Apparel and Textile Production I

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

CTE COURSE 2

Apparel and Textile Production II

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

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Entrepreneurship I

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

Adobe Visual Design

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to the Adobe Premiere certification. English language arts are reinforced.

Fashion Merchandising

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

CTE Career Cluster | ARTS, A/V TECHNOLOGY, & COMMUNICATIONS

CTE CAREER PATHWAY

MEDIA PRODUCTIONS (MPRS)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE COURSE 3	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	II41 Adobe Visual Design	IL70 Media Productions	IL71 Media Productions II*	II33 Adobe Video Design Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, BF10 Business Essentials, ME11 Entrepreneurship I			

CTE CAREER PATHWAY MEDIA PRODUCTIONS (MPRS)	
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Digital Media Production Certificate, Film & Video Certificate	
CTE Careers Existing Today and Tomorrow: Video Scheduling Specialist, Master Control Operator, TV Programming Director, Streaming Service Animation Expert, Global Broadcast Operations Manager	

CTE Course Descriptions:

CTE COURSE 1

Adobe Visual Design I

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

CTE COURSE 2

Media Production I

Students will work in a fully equipped industry standard broadcast studio and film studio. This course is intended to prepare students for careers in film, television production, live broadcasting, scriptwriting, on-air graphics, audio engineering, preproduction and postproduction, and talent development. During the course, students will learn about the industry terminology, and history of mass media—radio, TV, film, and print and social media—as well as domestic and international rules and regulations. After completion of this course, students will have the required experience to obtain employment or enter into a postsecondary education program in the audio and video technology career field. Students work cooperatively and independently in all phases of production. SkillsUSA, FBLA, and TSA are examples of appropriate organizations for providing leadership training and/or reinforcing specific career and technical skills and may be considered an integral part of the instructional program..

CTE COURSE 3

Media Production II

Students will continue to enhance their knowledge and skills in the second level of this course. This course is intended to prepare students for careers in film, television production, live broadcasting, scriptwriting, on-air graphics, audio engineering, preproduction and postproduction, and talent development. During the course, students will learn about the industry terminology, history of mass media—radio, TV, film, and print and social media—as well as domestic and international rules and regulations. After completion of this course, students will have the required experience to obtain employment or enter into a postsecondary education program in the audio and video technology career field. Students work cooperatively and independently in all phases of production. SkillsUSA, FBLA, and TSA are examples of appropriate organizations for providing leadership training and/or reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

CTE CAREER PATHWAY MAJOR:

Adobe Video Design

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. Strong communication skills are necessary, and English language arts standards are reinforced. Work-based learning strategies appropriate for this course may include job shadowing. Apprenticeships and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences. SkillsUSA, FBLA, and TSA are examples of appropriate organizations for providing leadership training and/or reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | ARTS, A/V TECHNOLOGY, & COMMUNICATIONS

CTE CAREER PATHWAY

DIGITAL DESIGN AND ANIMATION (DIDE)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	II43 Digital Design and Animation I	TS25 Digital Design and Animation II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	I32 Adobe Digital Design I, BM20 Microsoft Excel, ME11 Entrepreneurship I		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Adobe Dreamweaver			
CTE Careers Existing Today and Tomorrow: Graphic Designer, Digital Art Director, Virtual Animation Architect, Futuristic Design Coordinator			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Digital Design and Animation I

This is a project-based course that develops ICT, career, and communication skills in web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. Strong communication skills are necessary, and English language arts standards are reinforced.

CTE COURSE 2

Digital Design and Animation II

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

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Adobe Digital Design I

This course is a project-based course that develops career and communication skills in Web design using Adobe tools. This course is aligned to the Adobe Dreamweaver certification. English language arts are reinforced.

Entrepreneurship I

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

CTE Career Cluster | ARTS, A/V TECHNOLOGY, & COMMUNICATIONS

CTE CAREER PATHWAY

GAME ART DESIGN (GADE)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	TS24 Digital Design and Animation I	TS31 Game Art Design*	TS32 Advanced Game Art Design Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	II32 Adobe Digital Design, MM51 Marketing, TS25 Digital Design and Animation II, BM20 Microsoft Excel		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Online Game Design Certificate			
CTE Careers Existing Today and Tomorrow: Developer Relations Technical Creator, 3D Game Sculptor, Marketing and Production Game Artist, Data Analytics Specialist, Mixed Reality Game Inventor			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Digital Design and Animation I

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

CTE COURSE 2

Game Art Design

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

CTE CAREER PATHWAY MAJOR

Advanced Game Art Design

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

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Adobe Digital Design I

This course is a project-based course that develops career and communication skills in Web design using Adobe tools. This course is aligned to the Adobe Dreamweaver certification. English language arts are reinforced.

Marketing

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing–information management, market planning, pricing, product/service management, promotion, and selling. Also, Students develop an understanding of marketing functions applications and impact on business operations. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Digital Design and Animation II

Emphasis is placed on the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems in this course. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios.

CTE Career Cluster | BUSINESS MANAGEMENT AND ADMINISTRATION

CTE CAREER PATHWAY ENTREPRENEURSHIP (ENTRE)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	ME11 Entrepreneurship I	ME12 Entrepreneurship II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	BF10 Business Essentials, MM51 Marketing, BM20 Microsoft Excel		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Business Administration – Entrepreneurship Certificate		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Concepts of Entrepreneurship & Management; Venture Entrepreneurial; Expedition Entrepreneurship and Small Business			
CTE Careers Existing Today and Tomorrow: Small Business Owner, Strategic Management Professional, Social Entrepreneur, Opportunity Spotters			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE COURSE 2

Entrepreneurship II

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Marketing

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing–information management, market planning, pricing, product/service management, promotion, and selling. Also, Students develop an understanding of marketing functions applications and impact on business operations. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

CTE Career Cluster | BUSINESS MANAGEMENT AND ADMINISTRATION

CTE CAREER PATHWAY GENERAL MANAGEMENT (GMGT)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR **CTE MAJOR**	BF10 Business Essentials	BB40 Business Management I or BI50 IB Business Management	BB42 Business Management II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
SUPPLEMENTAL CTE COURSES	BA10 Accounting I, BM20 Microsoft Excel, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Business Administration Core Certificate Business Administration – Human Resources Management Certificate			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Fundamentals Business Concepts (ASK-BF-CERT)				
CTE Careers Existing Today and Tomorrow: Account Manager, Business Consultant, Shareability Auditor, Global Business Navigator				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

CTE COURSE 2

Business Management I

This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision–making process. Also, the experience includes students working through ethical dilemmas and problem solving situations with customer service with academic and critical–thinking skills. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

IB Business Management

Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

CTE COURSE 3

Business Management II

This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, and inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision-making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Accounting I

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences are encouraged.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | BUSINESS MANAGEMENT AND ADMINISTRATION

CTE CAREER PATHWAY

PROJECT MANAGEMENT (PMGT)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	CS11 Project Management I	CS12 Project Management II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	BF10 Business Essentials, ME11 Entrepreneurship I, BM20 Microsoft Excel		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Project Management Professional (PMP), Professional ScrumMaster Certification			
CTE Careers Existing Today and Tomorrow: Project Management Consultant, Project Director, Industry Process Advisor, Project Designer			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Project Management I

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project–based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The core concepts of scope, time, cost, and integration will be examined during this course.

CTE COURSE 2

Project Management II

This project–based course focuses on the use of information technology to increase the effectiveness and efficiency of project management and integrated enterprise. Students will learn operational strategies for managing advanced technology and innovation as well as how to map the high technology operations environment to business settings. Strong communication skills are necessary and English language arts, mathematics, and arts standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | EDUCATION AND TRAINING

CTE CAREER PATHWAY TEACHING/TRAINING (TETR)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	FE21 Teaching as a Profession I	FE22 Teach as a Profession II*	FE23 Teach as a Profession Field Experience. A concentrator is automatically a Pathway Major in this Cluster.
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	FE60 Child Development, FE11 Early Childhood Education I, BM20 Microsoft Excel		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts – Teacher Preparation College Transfer Pathway Leading to the Associate in Science – Teacher Preparation		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Content Specific Educator's License			
CTE Careers Existing Today and Tomorrow: Teacher, College Dean, Curriculum Developer, Superintendent, Virtual Learning Specialist, Avatar Instructor			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Teaching as a Profession I

This college-level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers, to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation, and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs, and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

CTE COURSE 2

Teaching as a Profession II

This college-level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers, to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will apply concepts through an embedded internship experience with a cooperating teacher as they design, deliver, and reflect on their instruction. Students also investigate certification, employment, ethics, and professionalism in education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

CTE CAREER PATHWAY MAJOR

Teaching as a Profession Field Experience

In this course, students participate in guided and independent classroom leadership activities with mentoring from their cooperating teacher. The field experience provides students with the skills and tools that are an integral and complementary component of Teaching as a Profession I and II, which assist in developing pedagogical skills, knowledge, and characteristics necessary for effective teaching.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Child Development

This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop, and care of infants, toddlers, and preschoolers.

Early Childhood Education

This two-credit course prepares students to work with children in early childhood education settings. Topics of study include historical, theoretical, and philosophical foundations of the profession, the structure of early childhood programs, connecting appropriate learning activities and teaching strategies to developmental needs of children, inclusive environments, communicating expectations, setting limits, and guiding behavior, as well as personal growth in the field of child development. An internship makes up 50 percent of instructional time. Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education, students must be 15 years of age before September 1.

CTE Career Cluster | FINANCE

CTE CAREER PATHWAY

ACCOUNTING (ACCT)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	BA10 Accounting I	BA20 Accounting II*	Work–Based Learning: CTE Apprenticeship, Cooperative Education (Co–op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, BF10 Business Essentials, ME11 Entrepreneurship I		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree Accounting and Finance – Tax Preparation Certificate		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Microsoft Office 2016 Excel Expert 77-726; Intuit QuickBooks Certified User			
CTE Careers Existing Today and Tomorrow: Certified Public Accountant, Tax Supervisor, Financial Accounting Director, Currency Adoption Specialist, Anonymity Advocates			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Accounting I

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematical standards are reinforced, and entrepreneurial experiences are encouraged.

CTE COURSE 2

Accounting II

This course is designed to provide students with an opportunity to develop in–depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems; managerial accounting and budgeting; and further enhancement of accounting skills. Mathematics is reinforced, and entrepreneurial experiences are encouraged.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | FINANCE

CTE CAREER PATHWAY FINANCIAL SECURITIES AND INVESTMENTS (FSIN)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	BF10 Business Essentials	BF21 Financial Planning I	BF22 Financial Planning II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, ME11 Entrepreneurship I, BP41 Computer Science I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree			

CTE CAREER PATHWAY

FINANCIAL SECURITIES AND INVESTMENTS (FSIN)

CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Fundamentals Business Concepts (ASK-BF-CERT)

CTE Careers Existing Today and Tomorrow: Financial Planner, Stockbroker, Crypto Currency Banker, Currency Adoption Specialist

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, social studies, and arts standards are reinforced.

CTE COURSE 2

Financial Planning I

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem solving situations for which they must apply academic, team–building, and critical–thinking skills.

CTE COURSE 3

Financial Planning II

Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan, including loans, insurance, taxes, and corporate governance, and to explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national, and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem solving situations for which they must apply academic, team–building, and critical–thinking skills.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE Career Cluster | HEALTH SCIENCE

CTE CAREER PATHWAY HEALTHCARE PROFESSIONAL (HPCP)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR **CTE MAJOR**	HU40 Health Science I	HU42 Health Science II*	HN43 Nursing Fundamentals and Practicum (2 credit course)	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
SUPPLEMENTAL CTE COURSES	HU10 Foundations of Health Science, BM20 Microsoft Excel, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree Associate Degree in Nursing, AND Pathway			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Stop the Bleed, First Aid, OSHA 10-Hour General Industry (Healthcare) Certification, North Carolina Nurse Aide I				
CTE Careers Existing Today and Tomorrow: Registered Nurse Aid, Healthcare Implementation Consultant, Cradle to Grave Lifecycle Manager, Genetic Modification Designer, Organ Agent				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Health Science I

This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. Strong communication skills are necessary, and English language arts and science standards are reinforced.

CTE COURSE 2

Health Science II

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn healthcare skills, including current CPR and first aid training for healthcare professionals. Strong communication skills are necessary, and English language arts and science standards are reinforced.

CTE COURSE 3

Nursing Fundamentals and Practicum

(2 credits)

Recommended Prerequisite: B or Better in Health Science II

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

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

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

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. Strong communication skills are necessary, and English language arts, mathematics, and science standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Foundations of Health Science

This course is designed to assist potential healthcare workers in their role and function as health team members. Topics include medical terminology, the history of healthcare, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, healthcare trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | HOSPITALITY & TOURISM

CTE CAREER PATHWAY

SPORTS & ENTERTAINMENT MARKETING (SEMK)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	MH31 Sport & Event Marketing I	MH32 Sport & Event Marketing II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	ME11 Entrepreneurship I, BM20 Microsoft Excel, BF10 Business Essentials		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Customer Service and Sales Certification, Advanced Customer Service and Sales Certification, Fundamental Marketing Concepts			
CTE Careers Existing Today and Tomorrow: International Marketing Manager, Communications & Events Specialist, Super Athlete Designer, Global Entertainment Strategist			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Sport & Event Marketing I

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

CTE COURSE 2

Sport & Event Marketing II

In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English/language arts, mathematics and Social studies are reinforced..

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

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

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | HOSPITALITY & TOURISM

CTE CAREER PATHWAY TRAVEL & TOURISM (TRTO)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR **CTE MAJOR**	BF10 Business Essentials or MH31 Sport & Event Marketing I or MM51 Marketing	MH42 Hospitality and Tourism*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
SUPPLEMENTAL CTE COURSES	ME11 Entrepreneurship I, BM20 Microsoft Excel, BP41 Computer Science I		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Certified Guest Service Professionals (CGSP), Advanced Customer Service and Sales Certification, Fundamental Marketing Concepts			
CTE Careers Existing Today and Tomorrow: Hospitality Information Specialist, Hotel Food & Beverage Manager, Revenue Analyst; Virtual Travel Advisor			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Sport & Event Marketing I

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

Marketing

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing–information management, market planning, pricing, product/service management, promotion, and selling. Also, Students develop an understanding of marketing functions applications and impact on business operations. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

CTE COURSE 2

Hospitality and Tourism

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

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE Career Cluster | HOSPITALITY & TOURISM

CTE CAREER PATHWAY CULINARY ARTS APPLICATIONS (CULA)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	FH10 Culinary Arts & Hospitality I	FH11 Culinary Arts & Hospitality II Applications	FH13 Culinary Arts & Hospitality III*	FH14 Culinary Arts & Hospitality IV Applications Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	FN41 Food and Nutrition I, BM20 Microsoft Excel, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Culinary Arts Certificate			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Certified Food Protection Manager (ANSI-Accredited), Certified Fundamental Cook, American Culinary Federation Culinary Arts Pre-PAC, American Association of Family & Consumer Sciences, ProStart Certificate of Achievement, National Restaurant Association Education Foundation				
CTE Careers Existing Today and Tomorrow: Culinary Operations Director, Sous Chef, Catering Coordinator, 3D Food Printer Chef				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Culinary Arts & Hospitality I

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service.

CTE COURSE 2

Culinary Arts & Hospitality II Applications

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, and baking and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English and language arts, mathematics, science, and social studies are reinforced.

CTE COURSE 3

Culinary Arts & Hospitality III

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

CAREER PATHWAY MAJOR

Culinary Arts & Hospitality IV

This course is designed for students to demonstrate their knowledge and skills in advanced food preparation, garde manger, baking and pastry, and foodservice operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling a variety of meat, poultry, and seafood entrees served with accompaniments and sauces and yeast breads, desserts, and pastries, while applying human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Food and Nutrition I

This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job Shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | HOSPITALITY & TOURISM

CTE CAREER PATHWAY

CULINARY ARTS INTERNSHIP (CULI)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE COURSE 3	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	FH10 Culinary Arts & Hospitality I	FH12 Culinary Arts & Hospitality II Internship	FH13 Culinary Arts & Hospitality III*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	FN41 Food and Nutrition I, BM20 Microsoft Excel, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Certified Food Protection Manager (ANSI-Accredited), Certified Fundamental Cook, American Culinary Federation Culinary Arts Pre-PAC, American Association of Family & Consumer Sciences, ProStart Certificate of Achievement, National Restaurant Association Education Foundation				
CTE Careers Existing Today and Tomorrow: Culinary Specialist, Executive Chef, Cuisine Supervisor; Automated Meal Delivery Planner, Drone Food Manager				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Culinary Arts & Hospitality I

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service.

CTE COURSE 2

Culinary Arts & Hospitality II Internship

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, and baking and food service operations through mentored work experiences in the food service industry. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills.

CTE COURSE 3

Culinary Arts & Hospitality III

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

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Food and Nutrition I

This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job Shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | HUMAN SERVICES

CTE CAREER PATHWAY COUNSELING AND MENTAL HEALTH (CMHC)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	FC13 Counseling and Mental Health I	FC14 Counseling and Mental Health II*	Work-Based Learning: CTE Apprenticeship or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	HU40 Health Science I, HU42 Health Science II (The above supplemental courses are essential for Block Schedules and should be taken in sequential order.)		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree		
CTE Industry-Recognized Credentials: Stop the Bleed; CPR/AED; First Aid; OSHA 10-Hr. General Industry (Healthcare) Certification			
CTE Careers Existing Today and Tomorrow: Behavioral Health Specialist, Outpatient Therapist, Psychologist, Sociologist, Quantified Self-Assessment Auditor			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Counseling and Mental Health I

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the lifespan. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology standards are reinforced. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

CTE COURSE 2

Counseling and Mental Health II

Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal well-being. English/language arts, social studies, science, technology, and interpersonal relationships are reinforced. Work–based learning strategies appropriate for this course include service-learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Health Science I

This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. Strong communication skills are necessary, and English language arts, and science standards are reinforced.

Health Science II

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn healthcare skills, including current CPR and first aid training for healthcare professionals. Strong communication skills are necessary, and English language arts, and science standards are reinforced.

CTE Career Cluster | HUMAN SERVICES

CTE CAREER PATHWAY EARLY CHILDHOOD DEVELOPMENT & SERVICES (EACH)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	FE60 Child Development	FE11 Early Childhood Education I* (2 credit course)I	FE12 Early Childhood Education II (2 credit course) Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, BF10 Business Essentials, ME11 Entrepreneurship I		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Early Childhood Education Certificate		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, CPR, First Aid, NC Early Childhood Credential Equivalency			
CTE Careers Existing Today and Tomorrow: Human Services Clinician, Child Psychiatrist, Nutrition Consultant, Health & Human Services Professional, Deficiency Analyzer, Data Contexualist, Precision Education Specialist			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Child Development

This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop, and care of infants, toddlers, and preschoolers.

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EARLY CHILDHOOD EDUCATION

This program is for students who are interested in a career as an educator/teacher of young children, birth through age 8. Students enrolled in Early Childhood I & II work with children in childcare centers and elementary schools. These courses are two–credit courses with a required internship comprising more than 50 percent of the required coursework.

Students will be representing their high school, as well as GCS, not only to the children and their parents but also to the childcare facility's employees and administrators. Participants in this course must exhibit maturity, empathy, honesty,

dependability, patience, responsibility, confidentiality, and discretion. Students are responsible for attaining or providing proof of a negative TB skin test, performed before July 2021, and must adhere to a strict dress code and provide for criminal checks and drug testing as required by the childcare facility. They must agree to abide by GCS' and the internship sites' policies and procedures. Since Early Childhood Education interns come in contact with children on a regular basis, all students are required to have a criminal background check before beginning their Early Childhood internships. (Statute 110–90.2)

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

- Turn 15 years of age before September 1 (Early Childhood Education & NC Child Care General Statute 110.91).
- Prior to registration, interested students will meet with the Early Childhood teacher and provide the teacher with
  1) a completed interest form and
  2) a criminal records report.
- The ECE teacher will meet with each student to review career interest and the criminal records report.
- Based on each student's career interest, school discipline record, and individual criminal record, the teacher will submit to Guidance a list of students to be enrolled in ECE I and II.
- Guidance will refer any interested students to the ECE teacher.

CTE COURSE 2

Early Childhood Education I

(2 Units)

This two-credit course prepares students to work with children in early childhood education settings. Topics of study include historical, theoretical, and philosophical foundations of the profession, the structure of early childhood programs, connecting appropriate learning activities and teaching strategies to developmental needs of children, inclusive environments, communicating expectations, setting limits, and guiding behavior, as well as personal growth in the field of child development. An internship makes up 50 percent of instructional time. Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education, students must be 15 years of age before September 1.

CTE CAREER PATHWAY MAJOR

Early Childhood Education II

(2 Units)

This course continues the instruction begun in Early Childhood Education I and includes advanced studies of early childhood, birth through age 8. Students will receive instruction in childcare pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills, and technology. Students will complete extensive, in–depth assignments, including research, reflective practice, analytical thinking, and technology skills, to enhance studies, extend research, and assist them in professionally displaying their work.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | INFORMATION TECHNOLOGY

CTE CAREER PATHWAY CISCO NETWORK ENGINEERING (CNEN)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	II11 Cisco Network Engineering Technology I	II12 Cisco Network Engineering Technology II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	BI12 CompTIA IT Fundamentals, BM20 Microsoft Excel, ME11 Entrepreneurship I, BP41 Computer Science I		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Information Technology – Cisco Network Administration Certificate		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, CompTIA IT Fundamentals (FCO-U61), Cisco Certified Entry Networking Technician (CCENT), Microsoft MTA 98-366 (Networking Fundamentals)			
CTE Careers Existing Today and Tomorrow: Data Center Network Engineer, Network Security Engineer, Sensor Inventor, Sensor Designer, Sensor Engineer			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Cisco Network Engineering Technology I

CCNA 5.0 Introduction to Networks introduces the architecture, structure, functions, components, and models of the internet and computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. This course uses the Cisco Introduction to Networks curriculum and must be conducted using the Cisco Networking Academy connection.

CTE COURSE 2

Cisco Network Engineering Technology II

CCNA 5.0 Routing and Switching Essentials describes the architecture, components, and operations of routers and switches in a small network. Students will learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single–area and multi–area OSPF, virtual LANs, and inter–VLAN routing in both IPv4 and IPv6 networks. This course, along with Network Engineering Technology I, will prepare students for the Cisco CCENT certification.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

CompTIA IT Fundamentals

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventive maintenance for devices.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE Career Cluster | INFORMATION TECHNOLOGY

CTE CAREER PATHWAY COMPUTER ENGINEERING (COEN)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR **CTE MAJOR**	BI12 CompTIA IT Fundamentals	II21 Computer Engineering Technology I	II22 Computer Engineering Technology II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, BF10 Business Essentials, ME11 Entrepreneurship			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, CompTIA IT Fundamentals (FCO-U61), CompTIA A+ 1001, CompTIA IT Fundamentals, CompTIA A+ 1002 MTA 98-349 Operating System Fundamentals				
CTE Careers Existing Today and Tomorrow: Cybersecurity Sales Engineer, Embedded Software Application Engineer, Data Transmission Optimizer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

CompTIA IT Fundamentals

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

CTE COURSE 2

Computer Engineering Technology I

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

CTE COURSE 3

Computer Engineering Technology II

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

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | INFORMATION TECHNOLOGY

CTE CAREER PATHWAY COMPUTER SCIENCE PRINCIPLES (CSPR)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	BP41 Computer Science I	BP42 Computer Science II*	2A02 AP Computer Science	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BI12 CompTIA IT Fundamentals, BM20 Microsoft Excel, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, MTA 98-381 Introduction to Programming Using Python				
CTE Careers Existing Today and Tomorrow: Software Developer, Intellectual Property Associate, Data Stream Organizer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Computer Science I

Computer Science Principles I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices, rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem solving, the internet, and the global impact of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Strong communication skills are necessary, and English language arts, mathematics, science, and arts standards are reinforced.

CTE COURSE 2

Computer Science II

This second-level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in–depth examination of the "big CS ideas," including a broad range of foundational topics, such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs, including objects and data abstraction.

CTE COURSE 3

AP Computer Science

This course introduces students to the range of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the internet, work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

CompTIA IT Fundamentals

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | INFORMATION TECHNOLOGY

CTE CAREER PATHWAY PYTHON PROGRAMMING (PYPR)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	BP14 Python Programming I	BP16 Python Programming II*	2A02 AP Computer Science Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	BI12 CompTIA IT Fundamentals, BM20 Microsoft Excel, BL53 Develop in Swift Fundamentals		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, MTA 98-381 Introduction to Programming Using Python			
CTE Careers Existing Today and Tomorrow: Software Programmer, Virtual Property Associate, Automated Traffic Architect, Failure Point Assessor			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Python Programming I

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematical standards are reinforced, problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Strong communication skills are necessary, and English language arts, mathematics, science, and arts standards are reinforced.

CTE COURSE 2

Python Programming II

This course will prepare students for jobs and careers connected with widely understood software development, which includes not only creating the code itself as a junior developer, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge that will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills, which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. Associate certification scaffolds to certification as a Certified Expert in Python Programming.

CTE COURSE 3

AP Computer Science

AP Computer Science Principles is designed to introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self–expression and problem solving. This course is meant to be the equivalent of an introductory college course in Computer Science.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

CompTIA IT Fundamentals

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Develop in Swift Fundamentals

Students build fundamental iOS app development skills with Swift. Students are supported in learning the core concepts and practices that Swift programmers use daily and build a basic fluency in Xcode source and UI editors. Students will be able to create iOS apps that adhere to standard practices, including the use of stock UI elements and layouts. Strong communication skills are necessary and English language arts, mathematics, and computer science standards are reinforced.

CTE Career Cluster | LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY

CTE CAREER PATHWAY EMERGENCY MANAGEMENT (EMMG)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR **CTE MAJOR**	IP11 Public Safety I	IP51 Emergency Management I*	IP52 Emergency Management II	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
SUPPLEMENTAL CTE COURSES	HU40 Health Science I, BM20 Microsoft Excel, BF10 Business Essentials			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, NC Emergency Management I Certification, National Incident Management System, Community Emergency Response Team (C.E.R.T.) Certification				
CTE Careers Existing Today and Tomorrow: Public Safety Telecommunicator, Public Safety Risk Manager; Disaster Preparedness and Response Coordinator				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Public Safety I

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

CTE COURSE 2

Emergency Management I

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

CTE COURSE 3

Emergency Management II

This course is the second in a series of courses aligned to the Emergency Management certifications from FEMA and are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professionals in this field. The course includes skills in each area, using resources from the community to help deliver instruction to the students. Strong communication skills are necessary, and English language standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

CompTIA IT Fundamentals

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Health Science I

This course is developed to focus on human anatomy, physiology and human body diseases and disorders, and recognizing and responding to first aid emergencies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

CTE Career Cluster | LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY

CTE CAREER PATHWAY PUBLIC SAFETY (PUSA)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	IP11 Public Safety I	IP12 Public Safety II*	Work–Based Learning: CTE Apprenticeship, Cooperative Education (Co–op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	BF10 Business Essentials, BM20 Microsoft Excel		
CAREER & COLLEGE PROMISE	Approved Career & College Promise Career Technical Education Pathway		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate			
CTE Careers Existing Today and Tomorrow: Central Intelligence Agency Supervisor, Planetary Protection Officer, Prison System Dismantlers, Driverless Operating System Traffic Controller			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Public Safety I

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

CTE COURSE 2

Public Safety II

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

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

CTE Career Cluster | MANUFACTURING

CTE CAREER PATHWAY ELECTRONICS (ELEC)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	IM31 Electronics I	IM32 Electronics II*	IM33 Electronics III	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, BF10 Business Essentials, BP41 Computer Science I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Electronics Engineering Technology - Basic Electronics Certificate			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Electronics Technicians Association Certification: EM1, EM4, & EM2				
CTE Careers Existing Today and Tomorrow: Electronics Engineering Technician, Electronics Repair Specialist, Fusion System Integrator, Sensor Signal Engineer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Electronics I

Learn electronic practices and fundamentals as you prepare for careers in electronics, communications, and IT. Hands–on activities and topics include safety, tools, test equipment, and soldering, focusing on the Electronic Career and Technical Education Technicians Association EM1 Module direct current (DC). Students will learn Ohm's law, Kirchoff's law, electronic components, schematic diagrams, and electronic circuitry. Hands–on kit building projects will be used to reinforce classroom concepts. Students will have the opportunity to develop skills and earn national certification through the Electronics Technician Association (ETA). See www.eta–i.org for additional information on ETA.

CTE COURSE 2

Electronics II

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

CTE COURSE 3

Electronics III

This course is based on the Electronic Technicians Association International (ETA–i) area of AC (EM2). Topics include AC components and terms; principles of inductance and capacitance; AC generator and motor theory; RC, RL, and RCL principles; general mathematics and formulas used in AC; and test equipment, cabling, and basic safety precautions.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present,

analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE Career Cluster | MANUFACTURING

CTE CAREER PATHWAY

METALS MANUFACTURING (MEMA)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	IM41 Metals Manufacturing Technology I	IM41 Metals Manufacturing Technology II*	IM42 Metals Manufacturing Technology III Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	CS11 Project Management , BM20 Microsoft Excel, ME11 Entrepreneurship I		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Manufacturing Technology Apprenticeship Certificate Welding Technology Diploma Welding Technology - Robot Operator Certificate Welding Technology Certificate Welding Technology in Manufacturing Certificate		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, NIMS Certification			
CTE Careers Existing Today and Tomorrow: Welder, Automation Auditor, Manufacturing Technology Engineer, Futuristic Metals Designer, Aquatic Welder			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Metals Manufacturing Technology I

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

CTE COURSE 2

Metals Manufacturing Technology II

(2 Units)

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

CTE CAREER PATHWAY MAJOR

Metals Manufacturing Technology III

This course introduces various processes and provides students the opportunity to apply these processes in manufacturing with an emphasis on milling set up, operations, and quality control. This course is aligned and designed to prepare students for the National Institute for Metalworking Skills (NIMS) Milling I credential. English language arts and mathematics are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforce.

Project Management I

Students will be introduced to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring, controlling, and closing a project in authentic situations.

CTE Career Cluster | MARKETING

CTE CAREER PATHWAY MARKETING MANAGEMENT (MMGT)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	MM51 Marketing	MA52 Marketing Applications*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	II31 Adobe Visual Design, BF10 Business Essentials, BM20 Microsoft Excel		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Arts Degree		

CTE CAREER PATHWAY

MARKETING MANAGEMENT (MMGT)

CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Customer Service and Sales Certification, Advanced Customer Service and Sales Certification, Fundamental Marketing Concepts

CTE Careers Existing Today and Tomorrow: Inbound Marketing Specialist, Email Marketing Manager, Branding Specialist, Social Media Advertising Supervisor, Direct Consumer Consultant

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Marketing

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing–information management, market planning, pricing, product/service management, promotion, and selling. Also, students develop an understanding of marketing functions applications and impact on business operations. Strong communication skills are necessary, and English language arts, social studies and mathematics standards are reinforced.

CTE COURSE 2

Marketing Applications

In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing–information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. Strong communication skills are necessary and English language arts, arts, and social studies standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Adobe Visual Design

This course is a project-based course that develops ICT, career and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop and Illustrator certification. English language arts are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

CTE Career Cluster | MARKETING

CTE CAREER PATHWAY SALES CAREER PATHWAY (PRSM)			
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	MI31 Sales I	MI32 Sales II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR			
SUPPLEMENTAL CTE COURSES	MM51 Marketing, BF10 Business Essentials, BP41 Computer Science I BM20 Microsoft Excel		
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Business Administration - Sales Certificate		
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate			
CTE Careers Existing Today and Tomorrow: Remote Sales Manager, Technical Sales Coordinator, Virtual Product Sales Advisor			

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Sales I

This course will teach students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process. Project-based learning, English language arts, mathematics, and social studies standards are reinforced.

CTE COURSE 2

Sales II

This course will teach students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process. Project-based learning, English language arts, mathematics, and social studies standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Marketing

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also, Students develop an understanding of marketing functions applications and impact on business operations. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE Career Cluster | SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS

CTE CAREER PATHWAY DRAFTING ENGINEERING (DREN)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	IC61 Drafting I	IV22 Drafting II – Engineering*	IV23 Drafting III – Engineering	Work–Based Learning: CTE Apprenticeship, Cooperative Education (Co–op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BF10 Business Essentials, BM20 Microsoft Excel			
CAREER & COLLEGE PROMISE	Approved Career & College Promise Career Technical Education Pathway			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate				
CTE Careers Existing Today and Tomorrow: Computer Aided Designer, Hospital and Healthcare Dismantler, Geoengineer Mass Energy Storage Developers				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Drafting I

In this entry–level course, students are introduced to tools used to effectively communicate ideas and concepts found in architecture, manufacturing, engineering, science, and mathematics. Topics include the fundamentals of manual drawing–board drafting techniques, sketching, geometry, and geometric construction drawings. Students will learn the basics of simple and complex techniques used in 2D and 3D computer–aided drafting (CAD), while developing basic leadership skills and goal-setting strategies. This course incorporates the Autodesk digital science, technology, engineering, art, math (STEAM) curriculum and will help prepare students for the Autodesk Certified User certification in AutoCAD.

CTE COURSE 2

Drafting II – Engineering

This course introduces students to the use of graphic tools necessary to communicate, analyze, and understand the ideas and concepts found in areas of engineering, science, and mathematics. Topics include teaming and communication skills, 3D modeling, manufacturing processes, dimensioning and conventional tolerancing, sectional views, auxiliary views, and pattern development using CAD software. Students will demonstrate learning through performances, presentations, demonstrations, applications, processes, and products. This course will help prepare students for the Autodesk Certified User certification in Inventor.

CTE COURSE 3

Drafting III – Engineering

This course introduces students to the use of graphics tools necessary to communicate, analyze, and understand the ideas and concepts found in the areas of engineering, science, and mathematics. Topics include the engineering design process, constraint–based/parametric modeling, threads and fasteners, working drawings, basic geometric dimensioning and tolerancing, and portfolio development. Students will be required to demonstrate learning through performances, presentations, demonstrations, applications, processes, and products. This course will help prepare students for the Autodesk Certified User certification in Inventor.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

CTE Career Cluster | SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS

CTE CAREER PATHWAY ENGINEERING TECHNOLOGIES (ETEC)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	TL04 Engineering Technology I	TL05 Engineering Technology II*	TL06 Engineering Technology III	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	CS11 Project Management I, BM20 Microsoft Excel, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate				
CTE Careers Existing Today and Tomorrow: Computer Aided Designer, Hospital and Healthcare Dismantler, Geoengineer, Mass Energy Storage Developers				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Engineering Technology I

This course prepares students to understand and apply technological concepts and processes that are the cornerstone of today's designed world. Students will study the nature of technology, the impacts of technology, and the multiple technological systems that affect daily living. Students will engage in small group and individual activities where they develop innovations, and design, fabricate, and engineer practical solutions to a variety of problems. Technology content, resources, and lab activities will enable students to apply science, mathematics, and other subject areas in authentic situations while reinforcing problem-solving and critical-thinking skills.

CTE COURSE 2

Engineering Technology II

This second-level course explores important fundamentals in the field of engineering. Students will learn the technology and engineering concepts that are necessary to turn their ideas into solutions that will improve everyday life. Exciting hands–on learning activities involving electricity, electromagnetism, design and modeling, and fluid power are just a few of the ways to make learning science and math engaging and fun! Problem-solving and critical-thinking skills will be a focus and reinforced with project–based learning.

CTE COURSE 3

Engineering Technology III

This advanced course provides more opportunities for students to connect technology and engineering content together and apply it to solve real–world problems. More and more jobs demand advanced skills, including the ability to reason, think creatively, make decisions, and work in a team environment. A good understanding of science, technology, engineering, and math and their methods contribute in an essential way. Topics in this course will include electricity, mechanisms, system optimization, technical communication, and project management.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Project Management I

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The core concepts of scope, time, cost, and integration will be examined during this course.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | TRANSPORTATION, DISTRIBUTION, & LOGISTICS

CTE CAREER PATHWAY AVIATION (AVIA)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	IL77 Aerospace Technology I	IL78 Aerospace Technology II*	IK30 Aviation Manufacturing	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	IT11 Automotive Service Fundamentals, IC61 Drafting I, ID10 Drone Technology Fundamentals, BP41 Computer Science I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Aerospace Manufacturing Technology – Aircraft Structures Assembly & Repair Diploma Aviation Electronics (Avionics) Technology Diploma Aviation Management and Career Pilot Technology Diploma Aviation Systems Technology, Airframe Diploma (Spring) Aviation Systems Technology, Powerplant Diploma (Fall) Aviation Systems Technology, General Certificate			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, Airframe & Powerplant (A&P) Certified Technician, Aviation Maintenance Technician (AMT) Certificate				
CTE Careers Existing Today and Tomorrow: Aviation Technician, Experimental Test Pilot, Aviation Safety Inspector, Avionics Engineer, Drone Repair Expert				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Aerospace Technology I

This course introduces students to the general aspects of aviation fundamentals, including aviation mathematics, drawings, and blueprints; basic electricity; weight; and balance as well as ground operation on a simulator. Upon successful completion of this course, students will understand and demonstrate aviation concepts and flight principles through real-world scenarios and project-based activities.

CTE COURSE 2

Aerospace Technology II

This course introduces students to many of the general aspects within the aviation industry, such as regulations, fluid lines and fittings, tool usage, riveting sheet metal, flight instruments, and meteorology. Upon successful completion of this course, students will be able to apply and demonstrate aviation concepts and navigational flight through real-world scenarios and project-based activities.

CTE COURSE 3

Aviation Manufacturing

This course will examine concepts and materials used in design, manufacturing, and repair of aircraft metallic structures. Topics include aircraft design, tool usage, metallic structures, riveting, bending, corrosion repair, corrosion prevention, and aircraft repair. Upon successful completion of this course, students will have many of the necessary skills to be employable in an aircraft repair facility with minimal additional training.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Automotive Service Fundamentals

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry

will be discussed. As part of the ASE Education Foundation accreditation requirement, topics are aligned to the Maintenance and Light Repair (MLR) level of accreditation. English language arts are reinforced.

Drafting I

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced.

Drone Technology Fundamentals

This course will provide student knowledge in the field of aviation related to drone technology. Students will also learn the skills needed to fly basic drones for recreational purposes. English language arts are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE Career Cluster | TRANSPORTATION, DISTRIBUTION, & LOGISTICS

CTE CAREER PATHWAY

AUTOMOTIVE SERVICES (AUTO)

PATHWAY COMPLETER	CTE COURSE 1	CTE COURSE 2	CTE COURSE 3	CTE CAREER PATHWAY MAJOR
CTE CONCENTRATOR	IT11 Automotive Service Fundamentals	IT16 Automotive Service I	IT17 Automotive Service II*	IT18 Automotive Service III Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	IT30 Collision Repair Fundamentals, BM20 Microsoft Excel, ME11 Entrepreneurship I, BP41 Computer Science I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Automotive Systems Technology Diploma Automotive Systems Technology – Brakes Certificate Automotive Systems Technology – General Option Certificate Automotive Systems Technology – Undercar Certificate			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, ASE Entry-Level Certification Maintenance and Light Repair; ASE Entry-Level Certification-Brakes; ASE Auto Maintenance and Light Repair Certification (G1); ASE Entry-Level Certification- Electrical/Electronic Systems				
CTE Careers Existing Today and Tomorrow: Automotive Technician, Traffic Transitionists, Drone Repair Technician, Process Automation Auditor				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Automotive Service Fundamentals

This course introduces basic automotive skills and job opportunities in the auto repair industry. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements, which include automotive service and safety, tools and equipment, general engine components and repair, combustion and ignition systems, cylinder head and valve trains, and lubrication and cooling systems as well as manual and automatic transmission components, diagnosis, and repair.

CTE COURSE 2

Automotive Service I

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC, and steering and suspension systems while emphasizing hands–on experience. As part of the NATEF accreditation, topics are aligned to MLR requirements. Strong communication skills are necessary, and English language arts standards are reinforced. Work–based learning strategies appropriate for this course include job shadowing. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

CTE COURSE 3

Automotive Service II

Develop advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC, and steering and suspension systems while emphasizing hands–on experience. As part of the NATEF accreditation, topics are aligned to the MLR requirements. Strong communication skills are necessary, and English language arts standards are reinforced. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR–G1). SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

CTE CAREER PATHWAY MAJOR:

Automotive Service III

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

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Collision Repair Fundamentals

This course is designed to introduce students to safety, basic collision repair terminology, system and component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also career and various job opportunities in the collision repair industry will be covered. English language arts and science are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn

computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE Career Cluster | TRANSPORTATION, DISTRIBUTION, & LOGISTICS

CTE CAREER PATHWAY COLLISION REPAIR (COLL)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	IT30 Collision Repair Fundamentals	IT31 Collision Repair I	IT32 Collision Repair II - Non-Structural* or IT33 Collision Repair II - Refinishing*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, ME11 Entrepreneurship, BP41 Computer Science I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Collision Repair & Refinishing Technology Diploma Collision Repair & Refinishing Technology Certificate			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, I-CAR Platinum- Non-Structural Technician				
CTE Careers Existing Today and Tomorrow: Body Shop Repair Technician, Digital Refinishing Processor, eVTOL Designer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Collision Repair Fundamentals

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

CTE COURSE 2

Collision Repair I

This course focuses on nonstructural repairs to automobiles. Using curriculum materials from the industry–recognized ICAR organization, students will learn about trim and hardware, material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted–on parts replacement. Work–based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing.

SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

CTE COURSE 3

Collision Repair II Nonstructural

This course continues the focus on nonstructural repairs to automobiles. Using curriculum materials from the industry–recognized ICAR organization, students will learn additional information about trim and hardware, material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted–on parts replacement. Work–based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

Collision Repair II Refinishing

This course focuses on refinishing automobiles. Using curriculum from the industry-recognized ICAR organization, students will learn about repairing and priming vehicles and vehicle parts; using and maintaining a spray gun; mixing, storing, and disposing of hazardous materials; understanding the corrosion protection process; and buffing, and detailing a refinished vehicle. Work–based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities will provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE Career Cluster | TRANSPORTATION, DISTRIBUTION, & LOGISTICS

CTE CAREER PATHWAY DIESEL TECHNOLOGY (DISL)				
PATHWAY COMPLETER	**CTE COURSE 1**	**CTE COURSE 2**	**CTE COURSE 3**	**CTE CAREER PATHWAY MAJOR**
CTE CONCENTRATOR	IL50 Diesel Technology I	IL51 Diesel Technology II*	IL52 Diesel Technology III	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BF10 Business Essentials, BM20 Microsoft Excel, ME11 Entrepreneurship I, BP41 Computer Science I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Diesel & Heavy Equipment Technology Certificate			
CTE Industry-Recognized Credentials: WorkKeys National Career Readiness Certificate, ASE Technician Certification in Truck Equipment (E1-E3) and Medium and Heavy Truck (T1-T8)				
CTE Careers Existing Today and Tomorrow: Diesel Technician, Heavy Equipment Operator, Paving/Surface Equipment Operators, Self-Driving Truck Mechanic				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

Diesel Technology I

High–tech diesel engines are found in trucks, heavy equipment, RVs, buses, and automobiles. Through proper safety applications, tools, and leadership development, students will apply the knowledge and skills needed to repair electrical, brakes, and suspension systems. Hands–on activities will include working on actual vehicles, engines, and simulated trainers to enhance the classroom experience. Students will develop a basic understanding of engine operation and electronic–controlled engines using computer diagnostic software.

CTE COURSE 2

Diesel Technology II

This course emphasizes the necessary advanced skills to troubleshoot and repair complex electronic-controlled engines using computer diagnostic software. Through proper safety and tool use, specific instruction is provided to troubleshoot and repair diesel engines. Topics include disassembly and assembly of engines, electrically controlled systems, and power trains used in heavy–duty trucks, buses, and heavy equipment. Students will prepare for ASE technician certification in Truck Equipment (E1–E3) as well as the Medium and Heavy Truck (T1–T8) certification. See www.ase.com for additional information on ASE.

CTE COURSE 3

Diesel Technology III

Students in this course will examine advanced diesel engine concepts that involve engine block rebuild techniques, cylinder heads, and valve trains as well as engine block inspections and service. Students will practice proper welding and fabrication procedures and understand how hydraulic systems are an integral part of today's heavy-duty and off–road vehicles. Students will prepare for ASE technician certification in Truck Equipment (E1–E3) as well as the Medium and Heavy Truck (T1–T8) certification. See www.ase.com for additional information on ASE.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

Signature Career Academy: Academy of Biomedical Technology and Specialized Health Sciences

Location: The Academy at Smith

Students attending the **Academy of Biomedical Technology and Specialized Health Sciences** at the Academy at Smith will use the equipment and tools of medical researchers to explore and find solutions to some of today's most pressing medical challenges. Mentorship from industry professionals is an expected element of each student's program of study. Students are expected to graduate with industry credentials and professional, technical, and research skills, as well as college credits, making this an appealing school for students wishing to continue education in the medical field. Majors in this academy include PLTW Biotechnology Research and Development, Pharmacy Technician, and Counseling and Mental Health. Students in the Signature Career Academies matriculate with their cohort through grades 9–12.

CTE Career Cluster | HEALTH SCIENCE

CTE CAREER PATHWAY PLTW BIOTECHNOLOGY RESEARCH AND DEVELOPMENT (PLWB)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR	HP70 PLTW Principles of Biomedical Sciences	HP71 PLTW Human Body Systems	HP72 PLTW Medical Interventions*	HP73 PLTW Biomedical Innovations Work-Based Learning: CTE Apprenticeship or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	HU10 Foundations of Health Sciences, HU40 Health Science I, HU42 Health Science II (The above supplemental courses are essential for Block Schedules and should be taken in sequential order.)			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree			
CTE Industry-Recognized Credentials: CPR/AED; First Aid; Stop the Bleed; OSHA 10-Hour General Industry (Healthcare) Certification				
CTE Careers Existing Today and Tomorrow: Genetics Expert, Super Baby Designer, Body Modification Ethicist, Clone Rancher, Lip Designer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 1

PLTW Principles of Biomedical Sciences

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

CTE COURSE 2

PLTW Human Body Systems

In this course students examine the human body systems, design experiments, and use data acquisition software to monitor body functions and often play the role of the biomedical professional. Strong communication skills are necessary, and English language arts and science standards are reinforced.

CTE COURSE 3

PLTW Medical Interventions

This course allows students to investigate the interventions involved in the prevention, diagnosis, and treatment of disease. It is a how–to manual for maintaining overall health. Strong communication skills are necessary, and English language arts and science standards are reinforced.

CTE CAREER PATHWAY MAJOR

PLTW Principles of Biomedical Sciences

This course allows students to apply their knowledge and skills to answer questions or solve problems related to biomedical sciences. Students will design innovative solutions to the healthcare challenges of the 21st century. Students will work on independent projects and may work with a mentor in the healthcare industry.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Foundations of Health Science

This course is designed to assist potential healthcare workers in their role and function as health team members. Topics include medical terminology, the history of healthcare, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, healthcare trends, cultural awareness, communication, medical math, leadership, and career decision-making. Strong communication skills are necessary, and English language arts and science standards are reinforced. Community service and leadership activities will provide the opportunity to apply essential standards and workplace-readiness skills through authentic experiences.

Health Science I

This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. Strong communication skills are necessary, and English language arts, and science standards are reinforced.

Health Science II

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn healthcare skills, including current CPR and first aid training for healthcare professionals. Strong communication skills are necessary, and English language arts, and science standards are reinforced.

CTE Career Cluster | HEALTH SCIENCE

CTE CAREER PATHWAY PHARMACY TECHNICIAN (PHTC)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR	HU40 Health Science I	HU42 Health Science II*	HL17 Pharmacology Fundamentals I	HH32 Pharmacy Technician Work-Based Learning: CTE Apprenticeship or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	HP70 PLTW Principles of Biomedical Sciences, HP71 PLTW Human Body Systems, HP72 PLTW Medical Interventions (The above supplemental courses are essential for Block Schedules and should be taken in sequential order.)			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree			
CTE Industry-Recognized Credentials: Stop the Bleed; CPR/AED; First Aid; OSHA 10-Hr. General Industry (Healthcare) Certification; North Carolina Nurse Aide I; Cpht Certified Pharmacy Technician				
CTE Careers Existing Today and Tomorrow: Registered Nurse Aid; Pharmacy Technician, Healthcare Implementation Consultant, Cradle to Grave Lifecycle Manager, Genetic Modification Designer, Organ Agent				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 9TH GRADE

Health Science I

This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. Strong communication skills are necessary, and English language arts, and science standards are reinforced.

CTE COURSE 10TH GRADE

Health Science II

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn healthcare skills, including current CPR and first aid training for healthcare professionals. Strong communication skills are necessary, and English language arts, and science standards are reinforced.

CTE COURSE 11TH GRADE

Pharmacology Fundamentals I

This course offers an introduction to pharmacology including effects, legal issues, and safety of medication administration. It focuses on responsibilities, accountability, routes of administration, body system reactions, contraindications, and side effects of medication. Students will be able to compute dosage calculations ordered by physicians/prescribing practitioners. English, math, and teamwork skills are reinforced throughout the course.

CTE CAREER PATHWAY 12TH GRADE:

Pharmacy Technician

Recommended Prerequisite: B or better in Math II

This course has self–paced, online instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

PLTW Principles of Biomedical Sciences

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

PLTW Human Body Systems

In this course, students examine the human body systems, design experiments, and use data acquisition software to monitor body functions and often play the role of the biomedical professional. Strong communication skills are necessary, and English language arts, and science standards are reinforced.

PLTW Medical Interventions

This course allows students to investigate the interventions involved in the prevention, diagnosis, and treatment of disease. It is a how–to manual for maintaining overall health. Strong communication skills are necessary, and English language arts, and science standards are reinforced.

Location: Kearns Academy

Students attending the **Academy of Computer and Information Science** at Dorothy Kearns Academy will explore emerging areas of technology, such as ethical hacking and data analytics. Students are expected to graduate with a series of industry certifications, professional and technical skills, and college credits, making them ready to enter one of the fastest-growing, highest-paid professions available. Experiences provided through our industry partners will help students connect learning to the real challenges faced by computer scientists. Majors in this academy include Cybersecurity and Artificial Intelligence. This academy has an assigned attendance zone. Students in the Signature Career Academies matriculate with their cohort through grades 9–12.

CTE Career Cluster | INFORMATION TECHNOLOGY

CTE CAREER PATHWAY CYBERSECURITY (CBSY)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR	BP41 Computer Science I	BC10 Cybersecurity Essentials	BN31 Network Security I*	BN32 Network Security II Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op) or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BP42 Computer Science II or 0A02 AP Computer Science, BI12 CompTIA IT Fundamentals (The above supplemental courses are essential for Block Schedules and should be taken in sequential order.)			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Cyber Crime and Digital Forensics Certificate			
CTE Industry-Recognized Credentials: CompTIA IT Fundamentals; CompTIA A+ 1001; CompTIA Security+; Certified Cybersecurity Assoc-PCCSA+				
CTE Careers Existing Today and Tomorrow: Cybersecurity Sales Engineer, Embedded Software Application Engineer, Intellectual Property Associate, Data Stream Organizer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 9TH GRADE

Computer Science I

Computer Science Principles I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices, rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem solving, the internet, and the global impact of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts

of computing on how we think, communicate, work, and play. Strong communication skills are necessary, and English language arts, mathematics, and science standards are reinforced.

CTE COURSE 10TH GRADE

Cybersecurity Essentials

This course is designed for students who are considering IT as a career with specialization in cybersecurity. This foundational course provides an overview of the fundamentals of networking and general concepts involved in maintaining a secure network computing environment. This course also provides students with and overview of the fundamentals of cybersecurity, the nature and scope of today's cybersecurity challenges, strategies for network defense, as well as detailed information about next–generation cybersecurity solutions. Strong communication skills are necessary and English language arts, mathematics, science, and social studies standards are reinforced.

CTE COURSE 11TH GRADE

Network Security I

This course is designed to provide students with a solid foundation in Network Security. The experience includes students focusing on threats, attacks and vulnerabilities, technologies and tools, and architecture and design. Strong communication skills are necessary and English language arts, mathematics, science, and social studies standards are reinforced.

CTE CAREER PATHWAY 12TH GRADE

Network Security II

This course is designed to prepare students are prepared with the skills and knowledge to install, configure, and troubleshoot computer networks. The experience includes students focusing on the identifying and accessing management, risk management, and cryptography and PKI. Strong communication skills are necessary and English language arts, mathematics, science, and social studies standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Computer Science II

This second-level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in–depth examination of the "big CS ideas" including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

CompTIA IT Fundamentals

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

AP Computer Science

This second-level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in–depth examination of the "big CS ideas" including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

CTE Career Cluster | INFORMATION TECHNOLOGY

CTE CAREER PATHWAY ARTIFICIAL INTELLIGENCE (AI)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR	BP41 Computer Science I	Artificial Intelligence I	Artificial Intelligence II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op) or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BP42 Computer Science II or, 0A02 AP Computer Science, BI12 CompTIA IT Fundamentals, BP14 Python Programming (The above supplemental courses are essential for Block Schedules and should be taken in sequential order.)			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree			
CTE Industry-Recognized Credentials: MTA 98-381 Introduction to Programming Using Python; Artificial Intelligence Engineering (AIE)				
CTE Careers Existing Today and Tomorrow: Intellectual Property Associate, Application Development Leader, Machine Learning Engineer, Robotic Earthworm Drivers				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 9TH GRADE

Computer Science I

Computer Science Principles I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices, rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem solving, the internet, and the global impact of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Strong communication skills are necessary, and English language arts, science standards, and mathematical standards are reinforced.

CTE COURSE 10TH GRADE

Artificial Intelligence I

This course explores the foundations of Artificial Intelligence in society and the workplace, including programming, data science, mathematical reasoning, and real-world applications of Artificial Intelligence. Students will learn the foundational skills to understand how to interact and develop Artificial Intelligence solutions in various settings. English language arts, mathematics, and science are reinforced.

CTE COURSE 11TH GRADE

Artificial Intelligence II

Artificial intelligence, or AI, enables computer systems to perform tasks that normally require human intelligence, such as visual perception, speech recognition, and decision–making. In this class, students will explore how and what types of data can be collected for AI systems, and how computers can "learn" from these data and use what is learned to help interpret the world and make decisions. Students will identify and explore

the implications of AI systems currently in everyday use in areas such as social media, mapping software, and financial institutions and consider the emerging areas where AI will be applied. Topics also include how AI has been portrayed in popular culture, how AI systems interact with humans, and the ethical considerations surrounding potential societal harm from inappropriately designed, trained, and/or applied AI systems. Students have opportunities to experiment and compute as they explore and solve problems associated with AI.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Computer Science II

This second-level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in–depth examination of the "big CS ideas" including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

AP Computer Science

This second-level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in–depth examination of the "big CS ideas," including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs, including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

Location: Northeast High School

Students attending the **Academy of Computer and Information Science** at Northeast Guilford High School will learn to interact with computers and computer systems through coding, networking, and data analytics. Students are expected to graduate with a series of industry certifications, professional and technical skills, and college credits, making them ready to enter one of the fastest-growing, highest-paid professions in the world. Experiences provided through our industry partners will help students connect learning to the real challenges faced by computer scientists. Majors in this academy include Cybersecurity and Artificial Intelligence. This academy has an assigned attendance zone. Students in the Signature Career Academies matriculate with their cohort through grades 9–12.

CTE Career Cluster | INFORMATION TECHNOLOGY

CTE CAREER PATHWAY CYBERSECURITY (CBSY)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR	BP41 Computer Science I	BC10 Cybersecurity Essentials	BN31 Network Security I*	BN32 Network Security II Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op) or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BP42 Computer Science II or 0A02 AP Computer Science. BI12 CompTIA IT Fundamentals (The above supplemental courses are essential for Block Schedules and should be taken in sequential order.)			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Cyber Crime and Digital Forensics Certificate			
CTE Industry-Recognized Credentials: CompTIA IT Fundamentals; CompTIA A+ 1001; CompTIA Security+; Certified Cybersecurity Assoc-PCCSA				
CTE Careers Existing Today and Tomorrow: Cybersecurity Sales Engineer, Embedded Software Application Engineer, Information Technology Specialist, Cloud Security Operations Engineer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 9TH GRADE

Computer Science I

An introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices, rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem solving, the internet, and the global impact of computing. Emphasis is placed on

problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical standards are reinforced.

CTE COURSE 10TH GRADE

Cybersecurity Essentials

This course is designed for students who are considering IT as a career with specialization in cybersecurity. This foundational course provides an overview of the fundamentals of networking and general concepts involved in maintaining a secure network computing environment. This course also provides students with and overview of the fundamentals of cybersecurity, the nature and scope of today's cybersecurity challenges, strategies for network defense, as well as detailed information about next–generation cybersecurity solutions. Strong communication skills are necessary and English language arts, mathematics, science, and social studies standards are reinforced.

CTE COURSE 11TH GRADE

Network Security I

This course is designed to provide students with a solid foundation in Network Security. The experience includes students focusing on threats, attacks and vulnerabilities, technologies and tools, and architecture and design. Strong communication skills are necessary and English language arts, mathematics, science, and social studies standards are reinforced.

CTE COURSE 12TH GRADE

Network Security II

This course is designed to prepare students are prepared with the skills and knowledge to install, configure, and troubleshoot computer networks. The experience includes students focusing on the identifying and accessing management, risk management, and cryptography and PKI. Strong communication skills are necessary and English language arts, mathematics, science, and social studies standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Computer Science II

This second-level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in–depth examination of the "big CS ideas," including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs, including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

AP Computer Science

This second-level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in–depth examination of the "big CS ideas," including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs, including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

CompTIA IT Fundamentals

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

Python Programming I

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Strong mathematical skills are necessary, and mathematics standards are reinforced.

CTE Career Cluster | INFORMATION TECHNOLOGY

CTE CAREER PATHWAY ARTIFICIAL INTELLIGENCE (AI)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR	BP41 Computer Science I	Artificial Intelligence I	Artificial Intelligence II*	Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op) or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BP42 Computer Science II or 0A02 AP Computer Science, BI12 CompTIA IT Fundamentals, BP14 Python Programming I (The above supplemental courses are essential for Block Schedules and should be taken in sequential order.)			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree			
CTE Industry-Recognized Credentials: MTA 98-381 Introduction to Programming Using Python; Artificial Intelligence Engineering (AIE)				
CTE Careers Existing Today and Tomorrow: Software Developer, Intellectual Property Associate, Analytics Expert, Sustainability Integration Expert, Robotic Earthworm Drivers				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 9TH GRADE

Computer Science I

An introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices, rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem solving, the internet, and the global impact of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical standards are reinforced.

CTE COURSE 11TH GRADE

Artificial Intelligence I

This course explores the foundations of Artificial Intelligence in society and the workplace, including programming, data science, mathematical reasoning, and real-world applications of Artificial Intelligence. Students will learn the foundational skills to understand how to interact and develop Artificial Intelligence solutions in various settings. English language arts, mathematics, and science are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Computer Science II

This second-level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in-depth examination of the "big CS ideas," including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on

problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs, including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

AP Computer Science

This second-level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in–depth examination of the "big CS ideas," including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs, including objects and data abstraction. As an option, performance tasks may be included to obtain AP credit.

CompTIA IT Fundamentals

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

Python Programming I

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematical standards are reinforced.

Signature Career Academy: Academy of Advanced Manufacturing and Engineering

Location: Ben L. Smith High School

Students attending the Academy of Advanced Manufacturing and Engineering at Ben L. Smith High School will study technologies of designing, improving, and producing products. Students complete their junior and senior year CTE courses on the site of an industry partner or at Guilford Technical Community College, depending on each student's customized program of study. Students are expected to graduate with industry credentials, professional and technical skills, and college credits, making them more marketable to colleges and employers than many non–academy peers. Majors in this academy include Integrated Production Technology and PLTW Engineering. This academy has an assigned attendance zone. Students in the Signature Career Academies matriculate with their cohort through grades 9–12.

CTE Career Cluster | SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS

CTE CAREER PATHWAY PLTW ENGINEERING (PLWE)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR	TP11 PLTW Introduction to Engineering Design	TP12 PLTW Principles of Engineering	TP27 PLTW Environmental Sustainability*	TP31 PLTW Engineering Design & Development Work-Based Learning: CTE Apprenticeship or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, ME11 Entrepreneurship I, BF10 Business Essentials, BP41 Computer Science I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Computer Integrated Machining Diploma			
CTE Industry-Recognized Credentials: OSHA 10-Hour Industry Certification (optional credential offered anytime)				
CTE Careers Existing Today and Tomorrow: Mechanical Engineer, CAD Designer, Product Developer; Systems Transitionists, Efficiency Optimizer, Mass Energy Storage Developer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 9TH GRADE

PLTW Introduction to Engineering Design

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands–on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work.

CTE COURSE 10TH GRADE

PLTW Environmental Sustainability

Students investigate and design solutions in response to real–world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands–on activities and simulations, students research and design potential solutions to these true-to–life challenges.

CTE COURSE 11TH GRADE

PLTW Principles of Engineering

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

CTE COURSE 12TH GRADE

PLTW Engineering Design & Development

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any postsecondary program or career.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE Career Cluster | MANUFACTURING

CTE CAREER PATHWAY SREB INTEGRATED PRODUCTIONS (INPT)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR	TR11 SREB AC Advanced Technology for Design and Production	TR12 SREB AC Systems of Advanced Technology*	TR13 SREB AC Mechatronic Systems for Advanced Production	TR14 SREB AC Design for the Production of Advanced Products Work-Based Learning: CTE Apprenticeship or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BM20 Microsoft Excel, ME11 Entrepreneurship , BF10 Business Essentials, BP41 Computer Science I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Mechatronics Engineering Technology Entry Level Technician Certificate			
CTE Industry-Recognized Credentials: NI Certified LabVIEW Associate Developer (CLAD); OSHA 10-Hour Industry Certification (optional credential offered anytime)				
CTE Careers Existing Today and Tomorrow: Electrical Engineer, Automation Engineer, Ceramics and Optical Expert, Mechatronics Hardware Engineer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 9TH GRADE

SREC AC Advanced Technology for Design and Production

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

CTE COURSE 10TH GRADE

SREB AC Systems of Advanced Technology

In this course, students will apply the technologies that are found in modern, clean production environments. Students study effective and energy efficient control of pumping, conveyors, piping, and pneumatic and hydraulic control systems. Students apply total quality management to production design to assure quality. Students also focus on properties of materials and material testing, creating documentation to support designs, examining properties and justifying material selections based on properties. Students learn that old products become the new raw materials for new products.

CTE COURSE 11TH GRADE

SREB AC Mechatronic Systems for Advanced Production

Students will design cost–effective work cells incorporating automation and robotics to improve quality of final products. The advanced production in this course depends on the use and coordination of information, automation, network systems, and vision and sensing systems. Students will design and create mechatronic systems and automated tooling to accomplish these advanced tasks. Students produce authentic documentation about their cyber–mechanical systems and the integration with data to control and monitor processes.

CTE COURSE 12TH GRADE

SREB AC Design for the Production of Advanced Products

Students will create plant designs to process and automatically assemble materials into new products. Students follow the process of developing and producing a new product from prototype to final product. They will accomplish this by creating a production flow plan that allows for the mass production of the product. Students will analyze and evaluate all aspects of the design and production processes with an emphasis on clean, lean, and green production. Students will utilize data acquisition, quality control processes, and Six Sigma methodology to control production.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Business Essentials

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Strong communication skills are necessary, and English language arts, mathematics, and social studies standards are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

Signature Career Academy: Academy of Transportation, Distribution, and Logistics

Location: Western Guilford High School

Students attending the Academy of Transportation, Distribution, and Logistics at Western Guilford High School will study innovations in planning; management; and movement of people, materials, and goods by road, pipeline, air, rail, and water. Students learn in a simulated work environment. Students are expected to graduate with industry credentials, professional and technical skills, and college credits, making them more marketable to colleges and employers than many non–academy peers. Majors in this academy include: Global Logistics and Supply Chain Management and Drone Technology. Students in the Signature Career Academies matriculate with their cohort through grades 9–12.

CTE Career Cluster | TRANSPORTATION, DISTRIBUTION & LOGISTICS

CTE CAREER PATHWAY DRONE TECHNOLOGY (DRON)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR	ID10 Drone Technology Fundamentals	BP41 Computer Science Principles I	ID11 Drone Technology I	ID12 Drone Technology II* Work-Based Learning: CTE Apprenticeship, Cooperative Education (Co-op), Clinical or CTE Internship
CTE MAJOR				
SUPPLEMENTAL CTE COURSES	BP14 Python Programming I, BM20 Microsoft Excel, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: College Transfer Pathway Leading to the Associate in Science Degree			
CTE Industry-Recognized Credentials: CFR (FAA) 14 Part 107 UAS Remote Pilot Certification, NCDOT NC UAS Operator Permit, Esri Drone2Map, NFPA 2400, USI Visual Line of Sight Systems Operations (VSO)				
CTE Careers Existing Today and Tomorrow: Drone Engineer, Drone Docking Designer, Operator Certification Specialist, Drone Traffic Optimizer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 9TH GRADE

Drone Technology Fundamentals

This course will provide students knowledge in the field of aviation related to drone technology. Students will also learn the skills needed to fly basic drones for recreational purposes. English language arts are reinforced.

CTE COURSE 10TH GRADE

Computer Science I

Computer Science I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices, rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem solving, the internet, and the global impact of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

CTE COURSE 11TH GRADE

Drone Technology I

This course is the second-level course building on the skill students learned in the first course regarding FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight and mapping software. Strong communication skills are necessary and English language arts standards are reinforced.

CTE COURSE 12TH GRADE

Drone Technology II

This course is currently in development but will be the third level course building on the skills students learn in levels one and two utilizing the flight of drones to include manual flight and flight and mapping software. Strong communication skills are necessary and English language arts standards are reinforced.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

Students in Microsoft Imagine Academies benefit from world class Microsoft curriculum and cutting–edge software tools to tackle real–world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematical standards are reinforced.

Python Programming I

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

CTE Career Cluster | TRANSPORTATION, DISTRIBUTION, & LOGISTICS

CTE CAREER PATHWAY GLOBAL LOGISTICS & SUPPLY CHAIN MANAGEMENT (GLSC)				
PATHWAY COMPLETER	**CTE COURSE 9TH GRADE**	**CTE COURSE 10TH GRADE**	**CTE COURSE 11TH GRADE**	**CTE COURSE 12TH GRADE**
CTE CONCENTRATOR **CTE MAJOR**	IK41 SREB AC Introduction to Logistics	IK42 SREB AC Functional Areas in Logistics*	IK43 SREB AC Global Logistics Management	IK 44 SREB AC Logistics and Supply Chain Management Work-Based Learning: CTE Apprenticeship or CTE Internship
SUPPLEMENTAL CTE COURSES	ID10 Drone Technology Fundamentals, BP41 Computer Science Principles I, BM20 Microsoft Excel, ME11 Entrepreneurship I			
CAREER & COLLEGE PROMISE	Recommended Career & College Promise (CCP) Pathway: Supply Chain Management Diploma Supply Chain Management – SAP Certificate Supply Chain Management Certificate			
CTE Industry-Recognized Credentials: OSHA Forklift Certification, Certified Technician-Supply Chain Automation (CTSCA): CTSCA-EM Equipment Maintenance, CTSCA-ER Equipment Repair, CTSCA-NR Network Repair				
CTE Careers Existing Today and Tomorrow: Trade Compliance Supervisor, Logistics Engineer, Supply Chain Manager, Transportation Manager, Automated Traffic Architect, Driverless Operating System Engineer				

*Denotes CTE Concentrator Course

CTE Course Descriptions:

CTE COURSE 9TH GRADE

SREB AC Introduction to Logistics

This course engages students in solving contextual problems related to the concepts of supply chains, warehouse location, contingency planning, insourcing and outsourcing, and expanding existing supply chains. These concepts form the basis of global logistics and supply chain management and help students understand how professionals examine options to maximize the use of resources across distribution networks.

CTE COURSE 10TH GRADE

SREB AC Functional Areas in Logistics

This course compels students to explore deeper understandings of the concepts they discovered in the previous course as they navigate projects on warehouse design, inventory management, transportation optimization, information technology, emergency responsiveness, and the supply chain for manufacturing. Students use their experiences in this course to discover ways that professionals minimize the outlay of resources while improving efficiency and ability in the global market.

CTE COURSE 11TH GRADE

SREB AC Logistics and Supply Chain Management

This advanced course offers challenging projects that require students to look at the global implications of the industry more earnestly as they experiment with decisions over intermodal transportation, route selection, international shipping regulations, emergency preparedness, cultural awareness, business ethics, and international trade restrictions related to a distribution strategy. Students develop their understanding of the

industry in this course and truly build their awareness of the challenges of doing business in a world with multiple borders that must be traversed.

CTE COURSE 12TH GRADE

SREB AC Logistics and Supply Chain Management

This advanced course allows students to see the implications of all the concepts they learned in the previous three courses as they consider environmental impact, selecting business partners in a global and domestic chain, information technology and decisions regarding e-commerce. Students explore the ongoing need to balance dependability and resource outlay in meeting customer demands around the world. Projects will expand students' decision-making skills as they tackle issues related to transportation, distribution networks and manufacturing. Course enrollment limited to 20 to ensure safety in laboratory settings.

SUPPLEMENTAL CTE COURSE DESCRIPTIONS:

Microsoft Excel

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

Drone Technology Fundamentals

This course will provide student knowledge in the field of aviation related to drone technology. Students will also learn the skills needed to fly basic drones for recreational purposes. English language arts are reinforced.

Entrepreneurship I

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance-based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Computer Science I

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

Definitions

Work–Based Learning Experiences

Work–based learning strategies allow schools to go beyond the classroom and into the community to utilize the expertise of business and industry in helping students develop technical competencies. The essential component of work–based learning is connecting classroom instruction to practical application as students prepare for continuing education in technical fields. Cooperative education, apprenticeships, and internships are methods of work–based learning that provide students enrolled in CTE courses an opportunity to extend their education beyond the walls of a classroom.

Cooperative Education

Cooperative education is a method of instruction where technical classroom instruction is combined with paid employment directly related to the classroom instruction. Both experiences must be planned and supervised by the school and the employer so that each contributes to the student's career objective/major and employability. Written cooperative agreements showing the instruction to be provided are developed by the school and employer providing the training. School credit is received for both the on-the-job training and classroom components.

Criteria for Participation in Cooperative Education

- Students must submit an application to the cooperative education (co–op) teacher prior to spring registration for determination of appropriate co–op placement. Without the teacher's prior approval, students cannot be enrolled in cooperative education. The teacher–coordinator will assist the student in determining appropriate paid employment related to the course of study, locating appropriate job prospects, and setting up interviews, but it is the student's responsibility find and accept appropriate employment and maintain employment throughout the course of study.
- Students must be juniors and at least 16 years of age to participate in a cooperative work experience and will be most successful in this opportunity if they have completed at least one course in a CTE Career Cluster prior to seeking enrollment in a cooperative education class. Students must provide their own transportation to the on-the-job training site.
- An individual training plan based on the student's career goal and a training agreement outlining all responsibilities and signed by the student, parent, employer, teacher–coordinator, and principal must be on file for each cooperative education student.
- Students earn credit upon meeting the combined classroom and employment requirements. Students enrolled in a course with the co–op method earn two credits: a combination of the coursework and the approved supervised work experience. Students must pass both phases of the course (class and the co–op work experience) to receive a passing grade and two units of credit. They may not receive just one unit of credit for the work experience.
- Based on employers' requests, students should have a 2.0 GPA and no more than 10 absences for the previous school year.

Procedures for Enrolling in a Cooperative Education Course

- Prior to registration, interested students will complete an interest form and submit it to the teacher–coordinator.
- The guidance department will refer interested students to the teacher–coordinator.
- The teacher–coordinator will meet with each interested student to determine career and job information.
- The teacher–coordinator will develop a list of students approved to enroll in the cooperative method of instruction and submit the list of students to guidance.

Apprenticeship

Apprenticeship is an industry–driven training program, based on nationally recognized standards, that typically takes from two to five years to complete. Apprenticeships are registered with the North Carolina Department of Labor (NCDOL) and represent a partnership among business, industry, education, parents, youth apprentices, and the NCDOL. Students enrolled in selected CTE courses have the option of beginning an apprenticeship while in high school and continuing the training and postsecondary education after graduation until mastery of the competencies have been achieved. Upon mastery of competencies, the NCDOL will provide the apprentice with a

nationally recognized journeyman certificate. Opportunities are based on availability and willingness of local business to provide this training.

Criteria for Participation in the CTE Apprenticeship Program

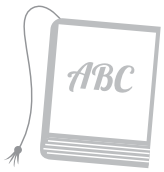
- Students must be high school seniors, at least 16 years of age, and able to provide their own transportation to the work site. (Some employers and occupations require that students be 17–18 years of age.)
- Students must be completing a CTE course of study in a Career Cluster directly related to the apprenticeable occupation and planning to continue the apprenticeship and the required related postsecondary instruction after graduation.
- Students must have a minimum of a 2.0 grade point average with a C or better in Math I and the CTE courses directly related to the apprenticeship; however, each CTE Business Advisory Council may require additional academic and attendance standards for apprentices to be employed within their industry. Many businesses require a criminal background check, drug testing, fingerprinting, and/or a physical examination in addition to academic and attendance requirements.
- Students receiving high school credit for an apprenticeship must work a minimum of 135 hours each semester and continue to make progress toward mastery of the competencies outlined in the apprenticeship standards.
- Students enrolling in an apprenticeship during the first semester are expected to maintain the apprenticeship for the entire school year.
- Students must obtain a work permit and abide by the workplace policies of the employer as well as the policies of GCS.
- Students interested in an apprenticeship opportunity should apply during the spring of their junior year and must interview and be hired by a CTE Business Partner prior to registering for an apprenticeship.
- Applications for apprenticeship can be obtained from the Career and College Manager (CCM) at your school.

Internship

Internships are work-based experiences that provide paid or unpaid work site training to students enrolled in a Career and Technical Education program of study. Internships provide hands-on training in a specific career area, enhance classroom learning, and help create a connection between school and careers. Student interns can earn high school credit for the experience. Interns must document 135 hours (150 hours on a traditional schedule) of work site training to receive one school credit for the internship experience.

Internships always have a predetermined finish date. During the school year, internships typically last one semester (18 weeks) and can be scheduled in either the fall or spring semester. Summer internships generally last only six weeks because school is not in session and students can work more hours during the day.

English Language Arts



Previous performance in English language arts courses and teacher recommendation should be considered in course selection.

The ultimate purpose of the English language arts curriculum is for students to gain the language skills they need to communicate effectively as individuals and as contributing members of a global society.

The North Carolina Standard Course of Study sets grade-level English language arts (ELA) requirements for grades K–8 and grade bands 9–10 and 11–12. The expectations are organized into the strands of reading, writing, speaking/listening, and language. The reading standards establish a staircase of increasing complexity regarding what students must be able to read and comprehend to meet the demands of college- and career-level texts. The writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The speaking and listening standards require that students be able to understand, evaluate, and present increasingly complex information, ideas, and evidence. The language standards include vocabulary and convention standards. Although language standards are identified in a separate strand, the language skills should not be introduced and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

The North Carolina Standard Course of Study provides opportunities for students to regularly explore complex texts, use evidence from texts to support analysis, and build content knowledge through nonfiction texts. The scope and sequence of literature for North Carolina high school students allows for a literary experience that carries not only a global perspective but also an opportunity to view US literature and literary nonfiction with a global lens. Literary nonfiction (a type of informational text) uses artistic and literary techniques often associated with fiction or poetry to report on actual persons, events, or places.

English	English Electives
English I	Honors Essentials for College Writing
Honors English I	Grammar and Composition
Pre-AP English I	Creative Writing I, II
English II	Honors Creative Writing III
Honors English II	Journalism/Newspaper
Pre-AP English II	Journalism/Yearbook
English III	Honors Journalism/Newspaper
Honors English III	Honors Journalism/Yearbook
AP English Language & Composition	Multicultural Literature
IB English III	Speech/Debate
English IV	Honors Speech/Debate
Honors English IV	Survey of Bible Literature
AP English Literature & Composition	
IB English IV	

English Course Descriptions

ENGLISH I

1 Unit

English I provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction).

HONORS ENGLISH I

1 Unit

Honors English I provides a deeper study of literary genres (novels, short stories, poetry, drama, literary nonfiction). The broad scope of literature and the depth in which students study literary genres will create the opportunity for independent study and advanced analysis.

PRE-AP ENGLISH I

1 Unit

Pre-AP English I prepares students for success in high school Advanced Placement courses through content immersion, a focus on in-depth analysis of rhetorical strategies, examination of literary genres, and development of process-oriented writing skills. Students will receive Honors credit for the completion of this course.

ENGLISH II

1 Unit

Prerequisite: English I

English II is an academic world literature course that introduces students to a wide range of global texts through reading, writing, speaking, and listening across genres.

HONORS ENGLISH II

1 Unit

Prerequisite: English I

Honors English II provides a deep study of world literature that advances student reflection on a wide range of global texts through reading, writing, speaking, and listening across genres. The broad scope of literature and the depth in which students explore these global perspectives will create the opportunity for independent study and advanced analysis. This course may serve as a prerequisite for the IB program.

PRE-AP ENGLISH II

1 Unit

Prerequisite: English I

Pre-AP English II prepares students for success in our high school Advanced Placement program through development of close reading strategies for critical analysis and appreciation of the author's craft. Students engage in an in-depth review of literary and rhetorical devices. The course expands writing skills to include nuanced use of language and structure for argument and analysis. Students will receive Honors credit for the completion of this course.

ENGLISH III

1 Unit

Prerequisite: English II

English III is an in-depth study of US literature and US literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. A study of the techniques of research will precede the creation of a documented research paper or project.

HONORS ENGLISH III

1 Unit

Prerequisite: English II

Honors English III offers rigorous instruction in the study of US literature and US literary nonfiction, emphasizing the foundational works and documents from the 17th century through the early 20th century. It probes the literature of the past and present to discover the best in exposition, description, narration, and argumentation. A study of the techniques of research will precede the creation of a documented research paper or project. The broad scope of literature and the depth at which students study various genres will create the opportunity for independent study and advanced analysis.

AP ENGLISH LANGUAGE AND COMPOSITION

1 Unit

Prerequisite: English II

AP English Language and Composition is a college-level course that prepares students for the Advanced Placement English Language and Composition exam. Students practice skills of critical reading of prose written in a variety of rhetorical contexts and for a variety of purposes and audiences. Students will also analyze the way genre conventions and the resources of language contribute to effectiveness in writing. Students meeting prerequisites have open access to AP courses.

IB ENGLISH III

1 Unit

Prerequisite: English II

IB English III is the first of a two–year course of study in which students develop an ability to comprehend and analyze mature literature, foster an understanding and appreciation of the writer's craft in literature, and gain an international perspective. Students will refine skills in expository composition, primarily in the forms of comparative analysis and commentary. IB English III and IV must be completed to receive weighted credit. Students meeting the prerequisites have open access to IB courses.

ENGLISH IV

1 Unit

Prerequisite: English III

English IV completes the global perspective initiated in English II. The primary focus is on analytical reading and writing. Students explore a broad scope of literature and interrogate texts to develop reading, writing, speaking, and listening skills that will prepare them for college and/or career success. Some students will qualify for CCRG-enriched curriculum, which will promote remediation–free placement into the NC Community College System (NCCCS).

HONORS ENGLISH IV

1 Unit

Prerequisite: English III

Honors English IV emphasizes preparation for college English and offers a rigorous, advanced level of study of European literature and important US documents and literature (texts influenced by European philosophy or action). The primary focus is on analytical reading and writing. The broad scope of literature and the depth in which students study various genres create the opportunity for independent study and advanced analysis. Some students will qualify for CCRG-enriched curriculum, which will promote remediation–free placement into the NC Community College System (NCCCS).

AP ENGLISH LITERATURE AND COMPOSITION

1 Unit

Prerequisite: English III

AP English Literature and Composition is a college–level course that prepares students for the Advanced Placement English Literature and Composition exam. Students will read carefully and critically analyze imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Additionally, students will hone their composition skills as they respond to, analyze, and evaluate the author's craft. Students meeting prerequisites have open access to AP courses.

IB ENGLISH IV

1 Unit

Prerequisite: IB English III

IB English IV is the second of a two–year course of study in which students analyze mature literature from various cultures and acquire an understanding and appreciation of the writer's craft in literature. Students refine skills in expository composition, primarily in the forms of comparative analysis and commentary. This course leads to the IB English HL exam. Students must take the IB English exam to receive course credit. Students meeting the prerequisites have open access to IB courses.

English Electives

HONORS ESSENTIALS FOR COLLEGE WRITING

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

Prerequisite: English I and English II

Honors Essentials for College Writing provides students with an opportunity to develop and refine specific skills expected in college writing. Students will compose essays that focus on analysis, argument, and critical reflection to produce compositions appropriate for public and academic settings. This course design includes input from local colleges and universities.

GRAMMAR AND COMPOSITION

Grade Level: 12 **1 Unit**

This course provides practice in grammar and usage and writing opportunities in literary analysis, exposition, and research techniques.

CREATIVE WRITING I

Grade Level: 9, 10 **1 Unit**

Creative Writing I focuses on a study of various forms and genres of prose and poetry that will serve as models through analysis, application, and imitation. Composition exercises will reflect an understanding of studied forms and an application of creative techniques.

CREATIVE WRITING II

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

Prerequisite: Creative Writing I

This course continues skill development learned in Creative Writing I. Standards and requirements build on the rigor of Creative Writing I.

HONORS CREATIVE WRITING III

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

Prerequisite: Creative Writing I and Creative Writing II

Honors Creative Writing III is for students who have completed Creative Writing I and II. In the context of varying literary genres, students will examine conventions as well as the writing techniques and tools characteristic of creative writing and editing. All students are required to contribute to a class literary magazine.

JOURNALISM/NEWSPAPER I

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

This course provides introductory instruction in mass communication, the history of American newspaper, legal restrictions, student vs. commercial publications, copy reading, newsgathering and covering, writing, and organizing news stories and careers in journalism and related fields.

HONORS JOURNALISM/NEWSPAPER II

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

Prerequisite: Journalism/Newspaper I

This course is designed for students who have completed Journalism/Newspaper I. Students will participate in the construction and publication of the school newspaper. There will be a focus on newspaper writing and newspaper business management.

HONORS JOURNALISM/NEWSPAPER III

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

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

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

HONORS JOURNALISM/NEWSPAPER IV

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

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

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

JOURNALISM/YEARBOOK I

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

This course helps students plan, design, and construct the school yearbook. Topics of study include photography, copywriting, layout and design, and desktop publishing.

HONORS JOURNALISM/YEARBOOK II

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

Prerequisite: Journalism/Yearbook I

This course is designed for students who have completed Journalism/Yearbook I. Students refine their skills in copywriting, proofing, photography, and layout planning. Students also deepen their understanding of advertising.

HONORS JOURNALISM/YEARBOOK III

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

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

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

HONORS JOURNALISM/YEARBOOK IV

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

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

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

MULTICULTURAL LITERATURE

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

This course provides opportunities for students to study ethnic writers in America with particular emphasis on dispelling stereotypes.

SPEECH/DEBATE

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

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

HONORS SPEECH/DEBATE

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

This Honors course teaches the language and the application of formal rhetoric. Skills and intellectual development will occur through the research and development of original speeches and debate topics. Students are required to participate in local speech tournaments.

SURVEY OF BIBLE LITERATURE

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

Survey of Bible Literature offers advanced literary study of selected passages from the Old and New Testaments. This class is designed to aid the interest of the student in understanding and appreciating basic Biblical allusions and other literature patterned after the Bible. Students will also study Greek mythology, lyric poetry, epistles, narrative satire, and texts of other religions.

English Language Development

Previous performance in English as a Second Language courses and teacher recommendation should be considered in course selection.

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

The following courses are available to ELs. Each school that provides EL services will determine which courses will be offered at the school, based on the needs of the students and the resources available to the schools.

ENGLISH LANGUAGE DEVELOPMENT

Academic Language
Developing Communication in the Content Areas
Expanding Communication in the Content Areas
ELD Literature and Composition
ELD Tutorial
ELD World Studies
Exploring Communication in the Content Areas
3LS Approach to World Studies
3LS Approach to The Study of Sciences
3LS Approach to Literature

ACADEMIC LANGUAGE

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

This class is for beginning ESL students. The class provides all skills in language practice. Reading, writing, and listening activities are integrated through conversation and vocabulary development.

DEVELOPING COMMUNICATION IN THE CONTENT AREAS

Grade Level: 9, 10 **1 Unit**

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

EXPANDING COMMUNICATION IN THE CONTENT AREAS

Grade Level: 9, 10 **1 Unit**

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

ELD LITERATURE AND COMPOSITION

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

This class is for advanced ESL students who need to improve their reading and writing skills. Vocabulary and grammar are taught through literature.

ELD TUTORIAL

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

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

ELD WORLD STUDIES

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

This course is designed for students whose limited English proficiency prevents success in the regular course of instruction. Elements of both world history and world geography will be included. ESL teacher recommendation required.

EXPLORING COMMUNICATION IN THE CONTENT AREAS

Grade Level: 9, 10

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

3LS APPROACH TO WORLD STUDIES

Grade Level: 10, 11, 12

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

3LS APPROACH TO THE STUDY OF THE SCIENCES

Grade Level: 10, 11, 12

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

3LS APPROACH TO LITERATURE

Grade Level: 10, 11, 12

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

Exceptional Children

In accordance with North Carolina Policies Governing Services for Children with Disabilities (amended 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). Additional information can be accessed on the GCS Exceptional Children website at www.gcsnc.com/Domain/2414.

Questions concerning courses and services for students with an IEP should be directed to the School Counselor and Exceptional Children Teacher/Case Manager. Below are Exceptional Children Course Options: Elective Courses, Occupational Course of Study (OCS) Courses, and Extended Content Courses.

Exceptional Children – Elective Courses

- Skills Development I
- Skills Development II
- Skills Development III
- Skills Development IV

Exceptional Children - Occupational Course of Study (OCS) Courses

- American History: The Founding Principles, Civics, and Economics
- Founding Principles of the United States of America and North Carolina: Civic Literacy
- Economics and Personal Finance
- Applied Science
- Biology
- English I
- English II
- English III
- English IV
- Introduction to Mathematics I
- NC Math I
- Financial Management
- Employment Prep I: Science
- Employment Prep II: Citizenship IA
- Employment Prep II: Citizenship IB
- Employment Prep III: Citizenship IIA
- Employment Prep III: Citizenship IIB
- Employment Prep IV: Math
- Career Training I
- Career Training II
- Career Training III
- Career Training IV
- Career Training V
- Career Training VI
- Self-Advocacy Development

Exceptional Children - Extended Content Courses

- English
- LA I English
- LA II English
- LA III English
- LA IV
- Financial Management I
- Financial Management II
- NC Math IA
- NC Math IB
- Life Science
- Biology A
- Biology B
- Civics and Governance I
- Civics and Governance II
- American History I
- American History II
- NC Elective Health, Safety, Independent Living
- NC Vocational Preparation
- Life Skills I
- Life Skills II
- Life Skills III
- Life Skills IV

Course Descriptions | ELECTIVE COURSES

SKILLS DEVELOPMENT

1 Unit

Individualized special education designed to increase the academic achievement of students with disabilities and improve access to the general education curriculum.

SKILLS DEVELOPMENT II

1 Unit

Individualized special education designed to increase the academic achievement of students with disabilities and improve access to the general education curriculum.

SKILLS DEVELOPMENT III

1 Unit

Individualized special education designed to increase the academic achievement of students with disabilities and improve access to the general education curriculum.

SKILLS DEVELOPMENT IV

1 Unit

Individualized special education designed to increase the academic achievement of students with disabilities and improve access to the general education curriculum.

OCCUPATIONAL COURSES

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

CAREER TRAINING I

1 Unit

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

CAREER TRAINING II

1 Unit

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

CAREER TRAINING III

1 Unit

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

CAREER TRAINING IV

1 Unit

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

CAREER TRAINING V

1 Unit

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

CAREER TRAINING VI

1 Unit

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

APPLIED SCIENCE

1 Unit

This course will focus on forces and motion, energy and its conservations, electricity, and magnetism; the properties of matter; the uses and dangers of common chemicals; how humans can have positive and negative effects on the environment; and the understanding of the human body's basic needs and control systems.

BIOLOGY

1 Unit

This course will help students focus on the relationship between the structures and functions of cells and their organelles, analyze the interdependence of living organisms within their environments, demonstrate the impact of human activities on the environment, explain how traits are determined by the structure and function of DNA, and analyze the relationships between biochemical processes and energy use. This course requires the Biology End-of-Course test upon completion of the course.



ENGLISH I

1 Unit

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It will include influential US documents and one Shakespearean play.

ENGLISH II

1 Unit

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential US documents and a Shakespearean play should be included. This course requires the English End-of-Course test upon completion of the course.

ENGLISH III

1 Unit

English III is an in-depth study of US literature and US literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. A study of the techniques of research will precede the creation of a documented research paper or project. At least one Shakespearean play will be included.

ENGLISH IV

1 Unit

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important US documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will be included.

INTRODUCTION TO MATHEMATICS I

1 Unit

Students will understand rational numbers; apply mathematical operations with rational numbers; apply ratios, proportions, and percentages; use properties of 2D and 3D figures; and apply time and measurement skills and algebraic properties to solve problems. Students will understand patterns and relationships, data in terms of graphical displays, and measures of center and range.

FINANCIAL MANAGEMENT

1 Unit

Students will understand personal finance; appropriate methods of personal financial management; and independent living, state and federal taxes, wages and compensation, and the use of credit. Students will understand different types of insurance in terms of their ability to meet personal needs and apply math skills to consumer spending.

EMPLOYMENT PREP I: SCIENCE

1 Unit

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities, including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities, such as school factories, work-based enterprises, hands-on vocational training in Work Force Development Education courses, and the operation of small businesses.

EMPLOYMENT PREP II: CITIZENSHIP IA

1 Unit

This course is designed to allow students to develop skills generic to all career majors: resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job-seeking skills also will be refined.

EMPLOYMENT PREP II: CITIZENSHIP IB

1 Unit

This course is a continuation of the skills taught in Employment Prep II: Citizenship 1A.

EMPLOYMENT PREP III: CITIZENSHIP IIA

1 Unit

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided, including community-based training, job shadowing, job sampling, internships, situation assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

EMPLOYMENT PREP III: CITIZENSHIP IIB

1 Unit

This course is a continuation of the skills taught in Employment Prep III: Citizenship II A.

EMPLOYMENT PREP IV: MATH

1 Unit

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows the student to solve work-related problems experienced in competitive employment, practice self-advocacy skills, and master the theoretical and practical aspects of their career choice. Students finish completing the hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience.

AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS

1 Unit

This course provides principles for understanding the basic framework of American democracy; practices of American government as established by the US Constitution; and basic concepts of American politics, citizenship, macro and micro-economics, and personal finance.

FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY

1 Unit

In this course, students will examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others.

ECONOMICS AND PERSONAL FINANCE

1 Unit

In this course, students will explore economic decisions, how to use money wisely, how education and career choices impact them financially, and how to be financially responsible citizens. Students will be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning.

Extended Content Courses

The following courses are to be used only by students preparing for a Graduation Certificate by following the Extended Content Standards for students with the most significant cognitive disabilities.

ENGLISH I

1 Unit

This course emphasizes developing effective communication skills with a focus on generalization to the home, school, and community. This course may be taken more than once for credit.

ENGLISH II

1 Unit

This course is designed to apply use of effective communication skills in purposeful situations for meaningful outcomes. This course may be taken more than once for credit.

ENGLISH III

1 Unit

This course emphasizes the use of appropriate interpersonal communication skills across environments and situations. This course may be taken more than once for credit.

ENGLISH IV

1 Unit

This course emphasizes the application of communication skills previously learned to transition to postschool outcomes. This course may be taken more than once for credit.

MATH IA

1 Unit

This course is designed to teach students to extend the properties of the base 10 system with limits to 10ths and hundredths, reason quantitatively and use units to solve problems, use equivalent expressions to solve problems, use inequalities to describe numbers and relationships, and solve equations and inequalities in one variable. This course may be taken more than once for credit.

MATH IB

1 Unit

This course is designed to teach students to extend the properties of the base 10 system with limits to 10ths and hundredths, reason quantitatively and use units to solve problems, use equivalent expressions to solve problems, use inequalities to describe numbers and relationships, and solve equations and inequalities in one variable. This course may be taken more than once for credit.

FINANCIAL MANAGEMENT I

1 Unit

This course is designed to teach students the difference between wants and needs, that money comes from working, the application of budgeting skills, the appropriate methods for personal financial management and independent living, and the application of consumer math spending. This course may be taken more than once for credit.

FINANCIAL MANAGEMENT II

1 Unit

This course, a continuation of Financial Management I, is designed to teach students the difference between wants and needs, that money comes from working, the application of budgeting skills, the appropriate methods for personal financial management and independent living, and the application of consumer math spending. This course may be taken more than once for credit.

LIFE SCIENCE

1 Unit

This course is designed to teach students safety measures and procedures in a variety of situations in the community and at home, the application skills associated with providing simple first aid and obtaining medical treatment when needed, and the application of the skills needed to practice healthy living and good nutrition. This course may be taken more than once for credit.

BIOLOGY A

1 Unit

This course is designed to teach students the structures and functions of living organisms, the interdependence of living organisms within their environments, and the impact of human activities on the environment. This course may be taken more than once for credit.

BIOLOGY B

1 Unit

This course is designed to teach students the structures and functions of living organisms, the interdependence of living organisms within their environments, and the impact of human activities on the environment. This course may be taken more than once for credit.

CIVICS AND GOVERNANCE I

1 Unit

This course is designed to teach students the roles authorities have in enforcing individual rights, rules, and laws for the common good and how democracy depends upon the active participation of citizens. This course may be taken more than once for credit.

CIVICS AND GOVERNANCE II

1 Unit

This course is a continuation of Civics and Governance I and is designed to teach students the roles authorities have in enforcing individual rights, rules, and laws for the common good and how democracy depends upon the active participation of citizens. This course may be taken more than once for credit.

AMERICAN HISTORY I

1 Unit

This course is designed to teach students the creation and development of the United States over time. This course may be taken more than once for credit.

AMERICAN HISTORY II

1 Unit

This course is designed to teach students the creation and development of the United States over time. This course may be taken more than once for credit.

ECONOMICS AND PERSONAL FINANCE

1 Unit

This course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepares them to be employment and civic ready.

NC ELECTIVE HEALTH, SAFETY, INDEPENDENT LIVING

1 Unit

This course is designed to make available functional life skills that students require to effectively support participation in curricula, community, and recreational/leisure activities.

NC VOCATIONAL PREPARATION

1 Unit

This course is designed to allow exploration of interest and skills for postsecondary employment opportunities. Students learn necessary skills that will allow them essential components for workplace readiness and career preparation.

LIFE SKILLS I

1 Unit

This course is designed for students to explore an awareness of careers while they are given the opportunity to develop skills necessary for productive work-related tasks.

LIFE SKILLS II

1 Unit

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

LIFE SKILLS III

1 Unit

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

LIFE SKILLS IV

1 Unit

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

Health and Physical Education

Previous performance in Health and Physical Education courses and teacher recommendation should be considered in course selection.

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

** Note: A student at a block school may be able to take the graduation requirement, Health and Physical Education I course, first semester and a Physical Education elective course the second semester of the same year, but not visa versa due to the prerequisite.*

Graduation Requirement

Health and Physical Education I

Graduating class of 2015 and beyond must pass the CPR skills test.

Electives

Team Sports I

Team Sports II

Lifetime Sports I

Lifetime Sports II

Physical Fitness – Beginner

Physical Fitness – Intermediate

Honors Physical Fitness – Proficient

Honors Physical Fitness – Advanced

Weight Training and Conditioning – Beginner

Weight Training and Conditioning – Intermediate

Honors Weight Training and Conditioning – Proficient

Honors Weight Training and Conditioning – Advanced

Sports Medicine I

Sports Medicine II

Course Descriptions

GRADUATION REQUIREMENT

HEALTH AND PHYSICAL EDUCATION I

Grade Level: 9
1 Unit

This class includes equal time for health and physical education. Health emphasizes personal and community lifelong issues, such as nutrition, substance abuse, mental health, individual decision–making, and interpersonal skill development. Physical education includes refining basic skills learned in middle school, participation in fitness activities and assessments, a variety of individual and team sports, and recreational activities.

ELECTIVES

TEAM SPORTS I

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

Prerequisite: Health and Physical Education I

This course is designed to include the development of general personal fitness, and active participation in team sports, such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

TEAM SPORTS II

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

Prerequisite(s): Team Sports I and/or teacher recommendation

This course is designed to include the development of a greater in–depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills. Please see Team Sports I for a general listing of activities for this elective. Students will also be asked to develop and implement a written personal fitness plan. Leadership, social skills, and physical fitness are emphasized.

LIFETIME SPORTS 1

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

Prerequisite: Health and Physical Education I

This course is designed to include the development of general personal fitness and active participation in lifetime sports such as golf, tennis, badminton, table tennis, bowling, bocci, yoga, and pickleball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis in skill development, game strategies, and safety.

LIFETIME SPORTS II

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

Prerequisite(s): Lifetime Sports I (PE II or Advanced PE) and/or teacher recommendation

This course is designed to include the development of a greater knowledge and application of personal fitness development, and a demonstration of more advanced skills in lifetime sports. Please see Lifetime Sports I for a general listing of activities for this elective. Activities are equally divided within the total weeks of the semester. Students will also be asked to develop and implement a written personal fitness plan.

PHYSICAL FITNESS – BEGINNER

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

Prerequisite: Health and Physical Education I

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness–oriented lifestyle. This is an individual health–related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/endurance.

PHYSICAL FITNESS – INTERMEDIATE

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

Prerequisite(s): Physical Fitness – Beginner and/or teacher recommendation

This course stresses development through daily exercises and activities in a planned fitness program. Students will learn proper techniques for weight lifting, flexibility exercises, and toning and conditioning through cardiovascular exercises. Emphasis is placed on improving strength, agility, endurance, and speed through highly organized training. Measurement of progress is determined by an increase in strength in proportion to the student's body and times for cardiovascular endurance.

HONORS PHYSICAL FITNESS – PROFICIENT

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

Prerequisite(s): Physical Fitness – Intermediate and/or teacher recommendation

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

HONORS PHYSICAL FITNESS – ADVANCED

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

Prerequisites(s): Honors Physical Fitness – Proficient and/or teacher recommendation

This course is designed to challenge highly motivated individuals to understand, apply, and achieve levels of improvement in personal fitness and nutrition. Students will use various technology tools to collect data, and chart and analyze their personal levels of physical fitness centered on the five components of health–related fitness.

The course will allow students to create and implement personal fitness plans for the course by using the FITT formula. Various self–assessments and analysis will be conducted through reflectively writing those changes that occur in body composition. Students will develop a deeper understanding of the correlation between exercise and nutrition and their lifetime benefits, such as the curtailing of obesity and type II diabetes. Students will intensely explore heart monitors, core strength training, and research–based topics.

WEIGHT TRAINING AND CONDITIONING – BEGINNER

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

Prerequisite: Health and Physical Education I

This course is designed for the novice weight training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, injury prevention, and other methods of weight management. Major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.

WEIGHT TRAINING AND CONDITIONING – INTERMEDIATE

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

Prerequisite(s): Weight Training and Conditioning - Beginner and/or teacher recommendation

This course is designed to improve muscular strength and power through progressive weight training techniques. More advanced coursework on the principles of cardiovascular fitness and strength development is a part of this course. The course includes techniques and skills, as well as alternative strategies, for developing overall strength and conditioning. The refinement of the student's personal fitness plan is included in this course.

HONORS WEIGHT TRAINING AND CONDITIONING – ADVANCED

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

Prerequisites(s): Honors Weight Training and Conditioning - Proficient and/or teacher recommendation

This course is designed for highly motivated students who have progressed through the weight lifting curriculum and have a desire to pursue this as a profession, either as a coach, fitness instructor, or teacher. Coursework expectations include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan are included in this course, as is the creation/development of a third–party fitness plan.

HONORS WEIGHT TRAINING AND CONDITIONING – PROFICIENT

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

Prerequisites(s): Weight Training and Conditioning - Intermediate and/or teacher recommendation

This course is for students interested in trying some advanced lifting and exercise techniques, which may include Olympic lifts, plyometric training, and agility and speed workouts. Coursework may include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills, as well as alternative strategies, for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan are included in this course.

SPORTS MEDICINE I

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

Prerequisite: Health and Physical Education I and Biology

This class is designed to provide a detailed study of modern athletic training. Special emphasis is placed on human anatomical and physiological systems of the body.

SPORTS MEDICINE II

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

Prerequisite(s): Sports Medicine I and Biology

This course is designed for students who have an interest in Allied Health career fields, such as athletic training, physical therapy, occupational therapy, or related fields. This course is also designed for students who would like to study advanced fields of medicine related to orthopedics. Special emphasis is placed on the application of principles learned in Sports Medicine I.

Mathematics

Previous performance in Mathematics courses and teacher recommendation should be considered in course selection.

The North Carolina Standard Course of Study's standards are meant to be enduring and rigorous and provide the knowledge and skills our students need to be successful, contributing members of a 21st–century global economy. In June 2016, these standards were merged into one statewide pathway of NC Math 1, NC Math 2, and NC Math 3, forming a thematic, coherent progression of content. The purpose of this change is to better prepare high school students for upper–level mathematics courses in high school, college mathematics courses, and the workplace.

- Over the summer, rising 9th graders might see a change in the math course for which they are scheduled due to their performance on the end-of-course tests.
- Every college-bound senior is encouraged to have at least one math class during their senior year.
- The Standards for Mathematical Practice will be applied throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Students enrolled in grades 6 through 8 who pass mathematics courses that are described in the North Carolina Standard Course of Study for Mathematics for grades 9 through 12 will receive high school credit. The student's high school grade point average (GPA) will be computed only with courses taken during the high school years (grades 9–12). Grades for middle school classes are not part of the high school GPA calculation.

Mathematics

NC Math 1
NC Math 1 Honors
NC Math 2
NC Math 2 Honors
NC Math 3
NC Math 3 Honors
NC Math 4
NC Math 4 Honors
Discrete Mathematics for Computer Science
Precalculus Honors
AP Precalculus
AP Calculus AB
AP Calculus BC
AP Statistics
AP Computer Science
AP Computer Science Principles
IB Mathematics: Analysis and Approaches SL
IB Mathematics: Analysis and Approaches HL
IB Mathematics: Applications and Interpretations SL
IB Mathematics: Applications and Interpretations HL

FOUR MATHEMATICS UNITS ARE REQUIRED FOR GRADUATION.

Four years of mathematics suitable for graduation requirements:

- NC Math 1 (Math I), NC Math 2 (Math II), NC Math 3 (Math III) + 4th Math
- The 4th Math course should be aligned with the student's plans after–high school.

A fourth-level math course is required by the UNC General Administration for admission to UNC institutions. Math courses that count as 4th-level are::

- NC Math 4
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- IB courses
- NCCCS Courses as listed on math options chart

**Honors Precalculus is a prerequisite for AP Calculus*

Note: Counselors have access to the NCDPI Math Options Chart which includes additional options for "4th math" to meet graduation requirements.

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 Descriptions:

NC MATH 1

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

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

NC MATH 1 HONORS

Grade Level: 9, 10 **1 Unit**

NC Math 1 Honors provides students the opportunity to study concepts of algebra, geometry, functions, numbers and operations, statistics, and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data. NC Math 1 Honors is open to highly motivated students who have demonstrated by previous achievement a high level of competency in computational mathematics. This course requires a keen aptitude for problem solving and abstract concepts. Students must have demonstrated diligence in completing assignments and the ability to handle a demanding pace and workload.

NC MATH 2

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

Prerequisite: NC Math 1

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

NC MATH 2 HONORS

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

Prerequisite: NC Math 1

NC Math 2 is a required course for the Future Ready Core Diploma. It continues a progression of the standards established in NC Math 1. In addition to these standards, NC Math 2 Honors includes polynomials, congruence and similarity of figures, right triangle trigonometry, transformation geometry, and usage of geometric reasoning to prove theorems. NC Math 2 will extend the work of middle school probability to develop an understanding of conditional probability, including rules of probability, to determine probabilities of compound events. Emphasis will be placed on higher-order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach.

NC MATH 3

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

Prerequisite: NC Math 2

NC Math 3 is a required course for the Future Ready Core Diploma. It progresses from the standards studied in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends its focus to more complex functions, such as logarithmic, rational, polynomial, absolute value, and piecewise, and an introduction to trigonometric functions. The geometry focus of NC Math 3 will be circles, and, to continue the study of triangles from NC Math 2, geometric modeling will be used to connect analytic geometry, algebra, functions, and geometric measurement to modeling. The use of sample data to represent populations will be the main focus of the statistics topic.

NC MATH 3 HONORS

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

Prerequisite: NC Math 2

NC Math 3 is a required course for the Future Ready Core Diploma. It progresses from the standards studied in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends its focus to more complex functions such as logarithmic, rational, polynomial, absolute value, piecewise and an introduction to trigonometric functions. The geometry focus of NC Math 3 will be circles, and, to continue the study of triangles from NC Math 2, geometric modeling will be used to connect analytic geometry, algebra, functions, and geometric measurement to modeling. The use of sample data to represent populations will be the main focus of the statistics topic. Emphasis will be placed on higher-order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach.

NC MATH 4

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

Prerequisite: NC Math 3

The primary focus of the course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1–3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level algebra or introductory statistics course, which students would be well prepared to take after this course. Students who decide to major in a STEM field will be well positioned to take a college precalculus course after taking this course.

NC MATH 4 HONORS

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

Prerequisite: NC Math 3

The primary focus of the course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry, and statistical concepts previously experienced in NC Math 1–3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level algebra or introductory statistics course, which students would be well prepared to take after this course. Students who decide to major in a STEM field will be well positioned to take a college precalculus course after taking this course. The Honors course extends on the academic course with an emphasis on statistics.

DISCRETE MATHEMATICS FOR COMPUTER SCIENCE HONORS

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

Prerequisite: NC Math 3

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics, along with calculus, is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, and security and financial analysts. Students will be prepared for college-level algebra, statistics, and discrete mathematics courses after taking this course. The Honors course extends on the academic course with an emphasis on graph, set, and number theory.

DISCRETE MATHEMATICS FOR COMPUTER SCIENCE

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

Prerequisite: NC Math 3

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics, along with calculus, is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, and security and financial analysts. Students will be prepared for college-level algebra, statistics, and discrete mathematics courses after taking this course.

HONORS PRECALCULUS

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

Prerequisite: NC Math 3 or Algebra II

The purpose of this course is to build upon the study of algebra, functions, and trigonometry experienced in NC Math 1, 2, and 3. This course will grow students' algebraic skills and understanding of functions to deepen understanding of functions in the course and delve into real-world phenomena. This course is designed for students pursuing careers in quantitatively heavy fields, including STEM. Students will be prepared for Calculus, AP Calculus, and any entry-level college course after taking this course.

AP PRECALCULUS

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

Prerequisite: NC Math 3 or Algebra II

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

This course is designed for any students pursuing careers in quantitatively heavy fields, including STEM. Students will be prepared for Calculus, AP Calculus, and any entry-level college course after taking this course.

AP CALCULUS AB

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

Prerequisite: Honors Precalculus

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

AP CALCULUS BC

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

Prerequisite: Precalculus

A college-level course that develops students' understanding of the mathematical concepts (functions, graphs, limits, derivatives, and integrals) and provides experience with its methods and applications. In addition to the AP Calculus AB topics, students will study BC topics, such as integration by parts, trigonometric substitutions, partial fractions, geometry in the plane, sequences and series, and elementary differential equations. Students meeting prerequisites have open access to AP courses.

AP STATISTICS

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

NC Math 3 or Algebra II

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Observing patterns and departures from patterns, (2) Planning a Study: Deciding what and how to measure, (3) Anticipating Patterns: Producing models using probability and simulation, and (4) Statistical Inference: Conforming models. This course qualifies as a 4th Math required for admission to schools in the UNC system. Students meeting the prerequisites have open access to AP courses.

AP COMPUTER SCIENCE

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

Prerequisite: Advanced Functions and Modeling, Discrete Mathematics, or Honors Precalculus

AP Computer Science emphasizes programming methodology with a concentration on problem solving, formal algorithm development, the classes of the Java computer language, data structures, and abstraction. A large part of the course centers on the development of computer programs or parts of programs that correctly solve a given problem. This course is meant to be the equivalent of a first-semester college course in Computer Science. Students meeting the prerequisites have open access to AP courses.

AP COMPUTER SCIENCE PRINCIPLES

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

AP Computer Science Principles is designed to introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will also give students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. This course is meant to be the equivalent of an introductory college course in Computer Science. Students meeting the prerequisites have open access to AP courses.

IB MATHEMATICS: ANALYSIS AND APPROACHES SL

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

Prerequisite: Precalculus

This course has an emphasis on algebraic methods, and develops strong skills in mathematical thinking, and real and abstract mathematical problem solving. This course is designed for students interested in mathematics, engineering, physical sciences, and some economics. This standard-level course is a balance of the mathematical topics of number and algebra, functions, trigonometry and geometry, statistics and probability, and calculus. Course credit is dependent on students taking the IB Analysis and Approaches SL exam. Students will also complete a required internally assessed component. This project is a substantial math exploration of a topic of personal interest to the student. Students meeting the prerequisites have open access to IB courses.

IB MATHEMATICS: ANALYSIS AND APPROACHES HL

Grade Level: 12 **1 Unit**

Prerequisite: AP Calculus AB/BC or IB Mathematics: Analysis and Approaches SL

The higher-level course extends on all of the SL topics with a greater emphasis on calculus and trigonometry and geometry. This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. It is for students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design. Course credit is dependent on students taking the IB Analysis and Approaches HL exam. Students will also complete a required internally assessed component. This project is a substantial math exploration of a topic of personal interest to the student. Students meeting the prerequisites have open access to IB courses.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATIONS SL

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

Prerequisite: AP Calculus AB/BC

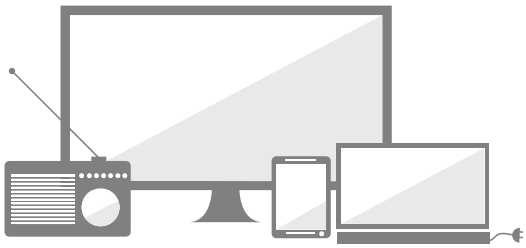
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, and those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoying the more practical side of mathematics. The standard-level course includes mathematical topics of number and algebra, functions, trigonometry and geometry, statistics and probability, and calculus, with a greater focus on functions and statistics and probability. A substantial piece of personal research in the form of a project is a requirement of this course. Course credit is dependent on students taking the IB Applications and Interpretations SL exam. Students meeting the prerequisites have open access to IB courses.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATIONS SL

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

Prerequisite: AP Calculus AB/BC

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, and those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoying the more practical side of mathematics. The standard-level course includes mathematical topics of number and algebra, functions, trigonometry and geometry, statistics and probability, and calculus, with a greater focus on functions and statistics and probability. A substantial piece of personal research in the form of a project is a requirement of this course. Course credit is dependent on students taking the IB Applications and Interpretations SL exam. Students meeting the prerequisites have open access to IB courses.



Media/Communications

Previous performance in Media/Communications courses and teacher recommendation should be considered in course selection.

The Media Services classes are offered as electives and provide students an opportunity for service-learning, career exploration, and skill development. Through daily media center activities, students acquire the basic organizational and people skills necessary for future work environments. They assist with all aspects of the organization and management of the school library media center. Applications for these courses must be made prior to registration with the approval of the school library media coordinator.

MEDIA/COMMUNICATIONS	Media Services I
	Video Production Beginning
	Video Production Intermediate

Course Descriptions

MEDIA SERVICES I

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

This course is designed to teach basic skills in the operation of a school library media center. Students will concentrate on procedures of circulation, information literacy skills, operation of audiovisual equipment, and simple production techniques. Students will be given experience in developing bibliographies and digital materials, selecting and utilizing resources, and producing special projects. Applications for this course must be completed prior to registration.

VIDEO PRODUCTION BEGINNING

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

This class is designed to teach the basic principles of television and video production. Students will produce school news shows, participate in TV/video/satellite seminars, and produce a program for local broadcast.

VIDEO PRODUCTION INTERMEDIATE

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

Prerequisite: Video Production Beginning

In this continuation of Video Production Beginning, students will focus on field productions, editing/special effects, and directing/producing. Students will work more independently recording video in and out of class as they move from proficiency to mastery in producing professional broadcast-quality projects.

Military Science (JROTC)

Previous performance in Military Science (JROTC) courses and teacher recommendation should be considered in course selection.

JROTC courses offer classroom activities and related experiences for the participants to acquire the knowledge, skills, self–discipline, sense of responsibility, and respect for constituted authority that better prepare them for the future. Classes offer academic challenges, practical leadership experience, physical training, and training in drill and ceremony. Although there are specific grooming requirements when wearing the issued uniform, no military service obligation is incurred from participation in JROTC courses. For students who wish to participate in JROTC in high school but their assigned school does not have a JROTC program, parents may apply through the GCS Magnet and Choice Schools Department. Grooming standards can be found here: tinyurl.com/2yj6vdaw

MILITARY SCIENCE

Air Force JROTC I
Air Force JROTC II
Honors Air Force JROTC III
Honors Air Force JROTC IV
Air Force JROTC V: Advanced Drill
Army JROTC I
Army JROTC II
Honors Army JROTC III
Honors Army JROTC IV
Marine Corps JROTC I: Leadership Education I
Marine Corps JROTC II: Leadership Education II
Honors Marine Corps JROTC III: Leadership Education III
Honors Marine Corps JROTC IV: Leadership Education IV
Marine Corps JROTC V

Naval Science I
Naval Science II
Honors Naval Science III
Honors Naval Science IV
Honors Naval Science V

Course Descriptions

AIR FORCE JROTC I

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

This introductory course covers the history of airpower, role of the military in United States history, role of aerospace forces as instruments of national policy, and composition of the United States aerospace community. The leadership curriculum promotes followership and leadership fundamentals, customs and courtesies, drill and ceremonies, organization and management, communication, and problem-solving techniques. Practical activities in these subjects promote individual self-reliance, discipline, responsibility, and citizenship.

AIR FORCE JROTC II

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

Prerequisite: Air Force JROTC I

This class is a general study of aeronautics and the principles of flight. Specific subject areas covered include the aerospace environment, human requirements of flight, and the principles of flight and navigation. The leadership curriculum covers communication skills, introduction to leadership theory, and understanding individual and group behavior, and it provides a forum for the application of these skills.

HONORS AIR FORCE JROTC III

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

Prerequisite: Air Force JROTC II

Candidates will study our present military and aerospace systems as well as the social aspects of space. Specific areas of study include aircraft propulsion systems, rocketry, and space travel. The leadership curriculum covers management communication and techniques and promotes the student's followership and leadership skills in preparation for assuming cadet corps command and staff positions.

HONORS AIR FORCE JROTC IV

Grade Level: 12 **1 Unit**

Prerequisite: Air Force JROTC III

A laboratory in which students integrate and apply all previous academic and leadership instruction. The students will manage and supervise all aspects of the cadet corps. Duties and responsibilities include command, operation, administration, finance, resource management, and discipline.

AIR FORCE JROTC V: ADVANCED DRILL

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

Prerequisite: Air Force JROTC I, II, or III

Corequisite: Air Force JROTC II, III, or IV

Drill and ceremonies is designed for highly motivated students with a serious interest in learning and practicing advanced drill and ceremonies. Students will plan, create, and practice flag ceremonies, promotion ceremonies, award ceremonies, and Air Force dining-out and innovative drill routines. Students will receive advanced training and practice in commanding and inspecting a drill unit. This course may be repeated to build upon and refine the creative capacities, knowledge, and skills development of the previous years. Enrollment is limited. Participation in all scheduled rehearsals and performances is required.

ARMY JROTC I

Grade Level: 9, 10, 11, 12 **1/2 Unit**

This class includes the history and objectives of JROTC, military customs and courtesies, leadership development, drill, map reading, methods of instruction, hygiene and first air, marksmanship, and physical training.

ARMY JROTC II

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

Prerequisite: Army JROTC I

This course continues objectives of JROTC IA and IB. Emphasis is placed on leadership, drill and marksmanship, map reading, and instruction methods.

HONORS ARMY JROTC III

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

Prerequisite: Army JROTC II

The third year of Leadership Education and Training provides advanced leadership opportunities and responsibility. In this year, students will not only be more involved as teachers and leaders within the cadet battalion, but they will also do more independent studies in the areas of communication, leadership, current events, military history, map reading, career opportunities, and technology awareness. Students must have completed the lower-level course with a grade of B or better. Students must have an overall B average (3.0 GPA), assignment to a cadet leadership position, and permission of the Senior Army Instructor. The wearing of the uniform and the extracurricular activities are the same as previous Army JROTC courses.

HONORS ARMY JROTC IV

Grade Level: 12 **1 Unit**

Prerequisite: Honors Army JROTC III

The fourth-year cadets take ownership of the program and are responsible for the daily cadet administration and perform as commander and staff officers. They act as assistant instructors in selective subject areas for other JROTC classes. They continue to develop their leadership skills and plan special unit events, such as the Military Ball and the annual awards banquet. Students must have completed the lower-level course with a grade of B or better. Students must have an overall B average (3.0 GPA), assignment to a cadet leadership position, and permission of the Senior Army Instructor. The wearing of the uniform and the extracurricular activities are the same as previous Army JROTC courses.

MARINE CORPS JROTC I: LEADERSHIP EDUCATION I

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

Marine Corps Junior ROTC is a curriculum designed to emphasize leadership education and leadership development. Basic leadership tenets, physical fitness, drill and ceremonies, marksmanship, and military organization are taught as part of the cadet's orientation to the Marine Corps and as a means to develop the leadership qualities taught in class.

MARINE CORPS JROTC II: LEADERSHIP EDUCATION II

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

Prerequisite: Marine Corps JROTC I

This course continues the course objectives of Marine Corps JROTC I.

HONORS MARINE CORPS JROTC III – LEADERSHIP EDUCATION III

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

Prerequisite: Marine Corps JROTC II

The third-year course is designed for high school juniors and seniors. It emphasizes leadership training and leadership

application. Most cadet officers, rifle team, drill team, color guard, and student instructors are normally third-year cadets.

HONORS MARINE CORPS JROTC IV - LEADERSHIP EDUCATION IV

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

Prerequisite: Marine Corps JROTC III

The fourth-year curriculum consists entirely of leadership training. This training will include participation in the leadership research, and in presentation of leadership talks to student or community groups.

MARINE CORPS JROTC V

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

Marine Corps JROTC I, II, III, or IV

The fifth-year curriculum consists entirely of leadership training. This training will include participation in the leadership research and in presentation of leadership talks to student or community groups.

NAVAL SCIENCE I

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

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

NAVAL SCIENCE II

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

Prerequisite: Naval Science I

This course builds on Naval Science I to include a study of US maritime history to create a sound appreciation for our American heritage and traditions, value the historically significant role of sea power, and understand the importance of the application of the Nautical Sciences of Maritime Geography, Oceanography, Astronomy, Meteorology, and Physical Science.

HONORS NAVAL SCIENCE III

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

Prerequisite: Naval Science II

This course is designed to advance the cadet's knowledge in naval subjects: importance of sea power and national security, naval operations, intelligence, logistics, communications, military law, international law, ship damage control, basic seamanship, basic navigation, and introduction to naval weapons and aircraft.

HONORS NAVAL SCIENCE IV

Grade Level: 12 **1 Unit**

Prerequisite: Naval Science III

This course focuses on advanced practical leadership through seminars, professional readings, and applied leadership skills under supervision and in actual positions of leadership. Other topics include personal finance and personal development topics. Emphasizes practical experience in leadership, including career planning.

NAVAL SCIENCE V

Grade Level: 9, 10 **1 Unit**

Prerequisite: Naval Science I or II

This class focuses on advanced drill and advanced fitness, and it emphasizes community service. Students must have concurrent registration in Naval Science 1 and 2, and permission of an instructor. Must participate on a team.

HONORS NAVAL SCIENCE V

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

Prerequisite: Naval Science I, II, III, or IV

This course focuses on advanced drill, advanced fitness, and the study and preparation of honors and ceremonies, and it emphasizes service learning. Students must have concurrent registration in Naval Science II, III, or IV; be an active participant with a NJROTC team; and have permission of an instructor.

Science

Previous performance in Science courses and teacher recommendation should be considered in course selection. GCS high school science curricula offer a wide variety of courses. These offerings meet state requirements and university prerequisites and satisfy student interests. North Carolina requires three units of science for high school graduation.

SCIENCE

Biology I
Honors Biology I
Pre-AP Biology
Biology II
Honors Biology II
AP Biology
Biology Laboratory
IB Biology SL/HL
Biotechnology
Chemistry I
Honors Chemistry I
Pre-AP Chemistry
Honors Chemistry II
AP Chemistry
Chemistry Laboratory
IB Chemistry SL/HL
Physical Science
Physics
Honors Physics
AP Physics I
Physics 1 Laboratory
AP Physics 2
Physics 2 Laboratory
AP Physics C: Electricity and Magnetism
AP Physics C: Electricity and Magnetism Laboratory
AP Physics C: Mechanics
Physics C: Mechanics Laboratory
IB Physics SL/HL
Earth/Environmental Science
Honors Earth/Environmental Science
Marine Science
Honors Marine Science
AP Environmental Science
Environmental Science Laboratory
IB Environmental Systems and Societies SL
Astronomy
Honors Astronomy
Forensic Science
Honors Human Genetics
Human Anatomy and Physiology
Honors Human Anatomy and Physiology

Meeting the Science Requirements

The science graduation requirements include Biology, one course in a Physical Science, and one course in an Earth/Environmental Science. The requirements may be met as follows:

Science Graduation Requirements

Biology:
Biology I, Honors Biology I, Pre-AP Biology

Physical Science:
Physical Science, Chemistry I, Honors Chemistry I, Pre-AP Chemistry, Physics, Honors Physics, AP Physics 1, AP Physics 2, AP Physics C, IB Physics SL/HL

Earth/Environmental Science:
AP Environmental Science, Earth/Environmental Science, Honors Earth/Environmental Science, IB Environmental Systems and Societies SL

Science Sequences

GRADE	SEQUENCE I	SEQUENCE 2
9	Biology	Earth/Environmental
10	Chemistry	Biology
11	AP Environmental or Science elective	Physical Science, Chemistry, or Physics
12	AP Environmental or Science elective	Chemistry, Physics, or Science elective

Course Descriptions

Students enrolled in AP science classes that have laboratories as corequisites may choose to take the laboratories as a nongraded class with the approval of the principal after the student's graduation progress is assessed.

BIOLOGY I

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

This course is designed to provide a general understanding of the concepts and principles of biology. The biology curriculum includes a study of the structure and function of living organisms, ecosystems, evolution and genetics, and molecular biology.

HONORS BIOLOGY I

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

This course is designed for students with a high interest and aptitude in the biological sciences and who plan on taking more advanced science courses. Major topics include the structure and function of living organisms, ecosystems, evolution and genetics, and molecular biology.

PRE-AP BIOLOGY

Grade Level: 9 **1 Unit**

This course integrates biological content and current laboratory practices to prepare students for the AP Biology course. Students will focus on major themes and cross-cutting principles in biology. Students will receive Honors credit for the completion of this yearlong curriculum and will be expected to take the North Carolina End-of-Course Exam.

BIOLOGY II

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

Prerequisite: Biology I

This course provides a second year of Biology for the student who is interested in career opportunities in the biological sciences. It will focus on topics such as bacteriology and biomedical techniques.

HONORS BIOLOGY II

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

Prerequisite: Honors Biology I, Recommendation: Honors Chemistry

This course provides a second year of Biology for the student who wants to pursue an in-depth study of the biological sciences. It will focus on topics such as microbiology, plant and animal kingdoms, and population dynamics.

AP BIOLOGY

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

Prerequisite: Honors Bio I, Chemistry and Math I or higher;
Corequisite: Biology Laboratory

In AP Biology, students study the basic concepts covered in a college-level general biology course. Major themes include evolution, cellular processes, genetics and information transfer, and biological interaction. Both the course and the lab are scheduled as concurrent courses. Students meeting the prerequisites have open access to AP courses.

BIOLOGY LABORATORY

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

Prerequisite: Honors Bio I, Chemistry, and Algebra I
Corequisite: AP Biology

This course provides in-depth laboratory experiences similar to those found in an introductory college-level biology course. The focus of this course is developing advanced reasoning and inquiry skills, such as observation, experimental design, data interpretation, statistical analysis, and operation of scientific equipment. This course may be used for elective credit only.

IB BIOLOGY SL

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

Prerequisite: Honors Bio I, Honors Chemistry

Recommended Corequisite: Biology Laboratory

This course is comparable to a college introductory biology course. The course focuses on the topics of molecules/cells, genetics, and organisms/populations. Laboratory work encourages higher-level thinking skills, the operation of scientific equipment, and technical writing. Course credit is dependent upon the student taking the IB Biology exam. Students meeting the prerequisites have open access to IB courses.

IB BIOLOGY HL

Grade Level: 12 **1 Unit**

Prerequisite: IB Biology SL

This is the second course of a two-year IB HL sequence. The course deepens and broadens the student's understanding of complex scientific topics from the IB curriculum options, such as human nutrition and health, physiology of exercise, and ecology and conservation. Laboratory work encourages higher-level thinking skills, the operation of scientific equipment, and technical writing. Course credit is dependent upon the student taking the IB Biology HL exam. Students meeting the prerequisites have open access to IB courses.

BIOTECHNOLOGY

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

Prerequisite: Math I, Biology I, Chemistry

In this course, students will focus on the history of biotechnology (selective breeding, cell theory, and genetics) and the tools of modern biotechnology (genetic engineering, cell and tissue culture, immunotechnologies, and electronic instruments).

CHEMISTRY I

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

Prerequisite: Math I and Concurrent

Enrollment: Math I or higher

Chemistry I is designed to address the following NC Essential Standards science strands: matter: properties and change; energy: conservation and transfer; and interaction of energy and matter. Laboratory experiences and demonstrations are an important part of the course. Topics include structure of atoms, structure and properties of matter, chemical reactions, conservation of energy and matter, and interaction of energy and matter.

HONORS CHEMISTRY I

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

Prerequisite: Math I

Corequisite: Math II or higher

Honors Chemistry I is designed to address the following NC Essential Standards science strands in greater detail: matter: properties and change; energy: conservation and transfer; and interaction of energy and matter. Laboratory experiences and demonstrations are an important part of the course. Topics include structure of atoms, structure and properties of matter, chemical reactions, conservation of energy and matter, and interaction of energy and matter.

PRE-AP CHEMISTRY

Grade Level: 10 **1 Unit**

This course focuses on matter at the molecular level, and how it impacts the macroscopic world. Students will integrate chemistry content with science practices to prepare them for the AP Chemistry course. Students will focus on modeling, data analysis, and literacy integration while matriculating through the course. Students will receive Honors credit for the course and will be expected to take the North Carolina Final exam for chemistry.

HONORS CHEMISTRY II

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

Prerequisite: Chemistry I and Math II or higher

This is a second-year chemistry course that explores topics such as nuclear chemistry, organic chemistry, equilibrium, acid-base chemistry, titration techniques, and biochemistry. The course is lab-oriented and gives students the opportunity to use basic chemistry in an applied setting.

AP CHEMISTRY

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

Prerequisite: Chemistry I, Math II or higher

Corequisite: Chemistry Laboratory

This is the equivalent of a general college chemistry course. Major themes include atoms and elements, structure and properties of matter, chemical reactions, kinetics, thermodynamics, and equilibrium. Both the course and the lab are scheduled as concurrent courses. Students meeting the prerequisites have open access to AP courses.

CHEMISTRY LABORATORY

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

Prerequisite: Chemistry I, Math II or higher
Corequisite: AP Chemistry

This course provides in-depth laboratory experiences similar to those found in an introductory college-level chemistry course. It is designed to help students develop advanced reasoning and inquiry skills, such as observation, experimental design, data interpretation, statistical analysis, and operation of scientific equipment. This course may be used for elective credit only.

IB CHEMISTRY SL

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

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

This is the equivalent of a college chemistry course. Topics include equilibrium, bonding, kinetics, thermodynamics, and descriptive chemistry. Student laboratory experience is a major component of the course. Credit for the course is dependent on the student taking the IB Chemistry exam. Students meeting the prerequisites have open access to IB courses.

IB CHEMISTRY HL

Grade Level: 12 **1 Unit**

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

This second course of a two-year IB HL sequence will deepen and broaden the student's understanding of complex scientific topics from the IB curriculum options, such as environmental chemistry, food chemistry, and medicine and drugs. Laboratory work encourages higher-level thinking skills, the operation of scientific equipment, and technical writing. Course credit is dependent upon the student taking the IB Chemistry HL exam. Students meeting the prerequisites have open access to IB courses.

PHYSICAL SCIENCE

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

Prerequisite: Math I

Physical Science is designed to address the following NC Essential Standards science strands: force and motion; matter, properties, and change; and energy: conservation and transfer. This course provides a basic knowledge of both chemistry and physics.

PHYSICS

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

Prerequisite: Math II or higher

This course develops an understanding of the mathematical and motion-oriented study of matter and energy. Topics include the conservation of mass; energy conservation of momentum, waves, and fields; and interactions of matter and energy.

HONORS PHYSICS

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

Prerequisites: Math II or higher

Honors Physics is designed for the student who has a high interest in physics. This course develops an understanding of the mathematical and motion-oriented study of matter and energy. Topics include the conservation of mass and energy; conservation of momentum, waves, and fields; and interactions of matter and energy.

AP PHYSICS 1

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

Recommended Prerequisite: Physics and Math II or higher
Corequisite: Physics 1 Laboratory

This course is the equivalent to a first-semester college course in algebra-based physics. Topics include Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves; and sound. Electric circuits will also be introduced. Both the course and the lab are scheduled as concurrent courses. Students meeting the prerequisites have open access to AP courses.

PHYSICS 1 LABORATORY

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

Prerequisite: Math II or higher
Corequisite: AP Physics 1

This course provides in-depth laboratory experiences similar to those found in a college-level physics course. It is designed to help students develop advanced reasoning and inquiry skills, such as observation, experimental design, data interpretation, statistical analysis, and operation of scientific equipment. This course may be used for elective credit only.

AP PHYSICS 2

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

Recommended Prerequisite: AP Physics 1 and Math II or higher
Corequisite: Physics 2 Laboratory

This course is the equivalent to a second-semester college course in algebra-based physics. Topics include fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Both the course and the lab are scheduled as concurrent courses. Students meeting the prerequisites have open access to AP courses.

PHYSICS 2 LABORATORY

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

Prerequisite: Math II or higher
Corequisite: AP Physics 2

This course provides in-depth laboratory experiences similar to those found in a college-level physics course. It is designed to help students develop advanced reasoning and inquiry skills, such as observation, experimental design, data interpretation, statistical analysis, and operation of scientific equipment. This course may be used for elective credit only.

AP PHYSICS C: ELECTRICITY AND MAGNETISM

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

Prerequisite: AP Physics 1

During the AP Physics C Electricity and Magnetism course, students will explore concepts such as electrostatics, electric circuits, conductors, capacitors, dielectrics, magnetic fields, and electromagnetism. Both the course and the lab are scheduled as concurrent courses.

PHYSICS C: ELECTRICITY AND MAGNETISM LABORATORY

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

This course provides in-depth laboratory experiences similar to those found in a college-level physics course. It is designed to help students develop advanced reasoning and inquiry skills, such as observation, experimental design, data interpretation, statistical analysis, and operation of scientific equipment.

AP PHYSICS C: MECHANICS

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

Prerequisite: AP Physics 1

During the AP Physics C Mechanics course, students will explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; systems of p4s and linear momentum; circular motion and rotation; oscillations; and gravitation. Both the course and the lab are scheduled as concurrent courses.

PHYSICS C: MECHANICS LABORATORY

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

This course provides in-depth laboratory experiences similar to those found in a college-level physics course. It is designed to help students develop advanced reasoning and inquiry skills such as observation, experimental design, data interpretation, statistical analysis, and operation of scientific equipment.

IB PHYSICS SL

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

Prerequisite: Honors Math II or above
Recommended Corequisite: Physics Laboratory
Recommendation: concurrent enrollment in IB Math

This course is designed for IB-bound students who have a high interest in physics. Topics include mechanics, kinetic theory, wave phenomena, electricity, magnetism, thermodynamics, and particle physics. Course credit is dependent on taking the IB Physics exam.

IB PHYSICS HL

Grade Level: 12 **1 Unit**

Prerequisite: Honors Math II or higher
Recommended Corequisite: Physics Laboratory
Recommendation: concurrent enrollment in IB Math

This second course of a two-year IB HL sequence will deepen and broaden the student's understanding of complex scientific topics from the IB curriculum options, such as astrophysics, communications, and electromagnetic waves. Laboratory work encourages higher-level thinking skills, the operation of scientific equipment, and technical writing. Course credit is dependent upon the student taking the IB Physics HL exam.

EARTH/ENVIRONMENTAL SCIENCE

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

The Earth/Environmental Science curriculum focuses on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. Learners will study natural and technological systems.

HONORS EARTH/ENVIRONMENTAL SCIENCE

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

The Honors Earth/Environmental Science curriculum provides an in-depth study on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. Learners will study natural and technological systems.

MARINE SCIENCE

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

Prerequisite: Biology I

Recommendation: Chemistry

This course will provide a study of the Earth's systems, using the marine environment as a main focus. Topics will include physical geography, geology, seawater, the ocean floor, and marine organisms. North Carolina coastal processes will be studied in detail.

HONORS MARINE SCIENCE

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

Prerequisite: Biology I

Recommendation: Chemistry

This course will provide an in-depth study of the Earth's systems using the marine environment as a main focus. Topics will include physical geography, geology, seawater, the ocean floor, and marine organisms. North Carolina coastal processes will be studied in detail.

AP ENVIRONMENTAL SCIENCE

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

Prerequisite: Biology I, Math I, and a physical science

Recommended Corequisite: Environmental Science Laboratory

This course is designed to be equivalent to an introductory college course in environmental science. It emphasizes the application of scientific concepts to the understanding and solution of environmental problems. Major topics include interdependence of Earth's systems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes, and environment and society. Both the course and the lab are scheduled as concurrent courses. Students meeting prerequisites have open access to AP courses.

ENVIRONMENTAL SCIENCE LABORATORY

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

Prerequisite: Biology I, a Physical Science, and Algebra I

This course provides in-depth laboratory experiences similar to those found in an introductory college-level environmental science course. It is designed to help students develop skills such as observation, experimental design, data interpretation, statistical analysis, and operation of scientific equipment. This course may be used for elective credit only.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

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

Prerequisite: Biology I, Chemistry I, and Math I

This is a college-level course that looks at the structure and function of natural systems and the impact of human activities on our environment. Both local and global environmental issues will be studied. Course credit is dependent upon the students taking the IB Environmental Systems and Societies SL exam. Students meeting prerequisites have open access to IB courses.

ASTRONOMY

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

Recommendation: Physical Science, Math I or higher

This course will present students with astronomy concepts, including basic facts about the Earth, moon, and stars. The study of galaxies, space exploration, historical astronomy, and the evolution of stars will also be major areas of study.

HONORS ASTRONOMY

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

Prerequisite or Recommended Courses: Math II, Biology, Earth Science

This course is a study of solar system phenomena, including all eight planets, the numerous satellites of each (both natural and man-made), dwarf planets, asteroids, and comets (and other small solar system bodies). Additional units will cover the history of astronomy, telescopes, galaxies, stars (pulsars, neutron stars, black holes), cosmology, relativity, and the possibility of life elsewhere in the universe.

FORENSIC SCIENCE

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

Prerequisite: Biology, Chemistry, and Math II or higher
Concurrent: Chemistry

This course provides an introduction to the topics of criminology within the field of forensic science. It focuses on the application of basic biological, chemical, geological, and physical science principles to analyze and investigate evidence that may be discovered in a criminal investigation. Classroom activities include experiments, projects, case studies, and the incorporation of technology.

HONORS HUMAN GENETICS

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

Prerequisite: Honors Biology or AP Biology

This course is a survey of the basic fundamentals of genetics and their application to contemporary issues. Major topics include DNA structure and replication, protein synthesis, the chromosomal basis of inheritance, the chromosomal basis of gender determination, mutations and genetic disorders, human ancestry, and genetic engineering. This course blends concepts from Honors and AP Biology and focuses on scientific thinking, research, and writing.

HUMAN ANATOMY AND PHYSIOLOGY

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

Prerequisite: Biology I and Chemistry

This course provides the student with a general study of the structure and function of the human body. Laboratory work includes detailed study of vertebrate organisms.

HONORS HUMAN ANATOMY AND PHYSIOLOGY

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

Prerequisite: Honors Biology, Honors Chemistry

This course will provide students with a detailed study of the structure and function of the human body. It is designed for the student who has a strong background and interest in biology. A major emphasis of the course is the use of laboratory instrumentation and equipment to analyze and measure major functions of the human body.

Social Studies

Previous performance in Social Studies courses and teacher recommendation should be considered in course selection.

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

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

Based on Public School Law G.S. 115–81, social studies courses must encompass the teaching of Americanism, the governments of North Carolina and the United States, and the free enterprise system, including its history, theory, foundation, and the manner in which it is actually practiced.

Some advanced Social Studies courses (Advanced Placement, International Baccalaureate, and Cambridge International Examination) may count as graduation requirements for students. The North Carolina State Board of Education determines which advanced courses satisfy which state graduation requirements. This can be found under the NC State Board of Education policy GRAD-008.

Social Studies

American History

Honors American History

American History II

Honors American History II

Founding Principles of NC and the United States: Civic Literacy

Honors Founding Principles of NC and the United States: Civic Literacy

Honors Introduction to Racial Equity and Social Justice

Economics and Personal Finance

Honors Economics and Personal Finance

AP United States History

IB History of the Americas

World History

Honors World History

AP World History

IB 20th Century World History

Electives:

African American History

Honors African American History

Freshman Seminar: Cultural Identity and Image

Honors 20th Century Civil Liberties, Civil Rights

American Humanities

Honors American Humanities

AP European History

AP Government and Politics: Comparative

AP Government and Politics: United States

AP Human Geography

AP Macroeconomics

AP Microeconomics

IB Philosophy HL

IB Philosophy SL

Psychology

Honors Psychology

AP Psychology

IB Psychology SL

IB Psychology HL

Sociology

Honors Sociology

IB Theory of Knowledge I

IB Theory of Knowledge II

Turning Points in American History

Honors Turning Points in American History

World Humanities

Honors World Humanities

Social Studies Sequences

FOR STUDENTS ENTERING 9TH GRADE IN 2021–2022 AND BEYOND			
GRADE 9	**GRADE 10**	**GRADE 11**	**GRADE 12**
Civic Literacy*	**World History**	**American History**	**Economics and Personal Finance**

FOR STUDENTS ENTERING 9TH GRADE IN 2020–2021			
GRADE 9	**GRADE 10**	**GRADE 11**	**GRADE 12**
A Founding Principles course (Civics and Economics or Civic Literacy)*	**World History**	**American History**	**Economics and Personal Finance**

FOR STUDENTS WHO ENTERED 9TH GRADE BETWEEN 2014–2015 AND 2019–2020			
GRADE 9	**GRADE 10**	**GRADE 11**	**GRADE 12**
Civics and Economics or World History	**Civics and Economics or World History**	**American History I ****	**American History II**

ELECTIVES AND ADVANCED COURSES, DEPENDENT UPON AVAILABILITY BY SCHOOL		
Honors 20th Century Civil Liberties, Civil Rights **African American History** **Honors African American History** **American Humanities** **Honors American Humanities** **AP Comparative Government** **AP European History** **AP Government and Politics** **AP Human Geography** **AP Macroeconomics**	**AP Microeconomics** **AP Psychology** **AP US History** **AP World History** **Freshman Seminar: Cultural Identity and Image** **IB 20th Century World** **IB Philosophy SL or HL** **IB Psychology SL or HL**	**Honors Introduction to Racial Equity and Social Justice** **Psychology** **Honors Psychology** **Sociology** **Honors Sociology** **Turning Points in American History** **Honors Turning Points in American History** **World Humanities** **Honors World Humanities**
Pursuant to NC State Board of Education Policy GRAD-008, some advanced courses will satisfy specific graduation requirements. Please refer to the State Board policy for these equivalencies.		

*** The full course name for Civic Literacy is Founding Principles of the United States of America and North Carolina: Civic Literacy. The full course name for Civics and Economics is American History: Founding Principles, Civics, and Economics.**

**** The full course name for American History I is American History I: The Founding Principles.**

Course Descriptions

AMERICAN HISTORY

Grade Level: 11 **1 Unit**

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e., 2020, 2024, etc.). It covers the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students will be asked to investigate major turning points in American History, to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

Rooted in inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture), and geography and develop the knowledge and skills to engage with the modern world by recognizing contemporary patterns and connections.

HONORS AMERICAN HISTORY

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

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e., 2020, 2024, etc.). It covers the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

Rooted in inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture), and geography and develop the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections. The Honors course is more challenging and requires students to take greater responsibility for their learning by participating in problem seeking, problem solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

AMERICAN HISTORY II

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

Recommended Prerequisite: American History I

Note: This is part two of the American History course requirements under the previous NC Standard Course of Study, and is intended for students completing that course of study. This course will guide students through the late 19th century through the early 21st century, examining the political, economic, social, and cultural development of the United States from the end of Reconstruction to the present. Students will trace changes in American society, the movement toward equal rights for minorities and women, and the role of the United States as a world power. Students will study the changing role of the federal government and courts as well as the tension between the individual and the state. Ultimately, students should develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an increasingly interconnected world. Thus, this course goes beyond memorization of isolated facts to higher-level thinking skills, encouraging students to make historical assessment and evaluation.

HONORS AMERICAN HISTORY II

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

Recommended Prerequisite: American History I

Part two of the American History course requirements, this course will pick up chronologically where American History I ends. This course will guide students through the late 19th century through the early 21st century, examining the political, economic, social, and cultural development of the United States from the end of Reconstruction to the present. Students will trace changes in American society, the movement toward equal rights for minorities and women, and the role of the United States as a world power. Students will study the changing role of the federal government and courts as well as the tension between the individual and the state. Ultimately, students should develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an increasingly interconnected world. Thus, this course goes beyond memorization of isolated facts to higher-level thinking skills, encouraging students to make historical assessment and evaluation. The Honors course is more challenging and requires students to take greater responsibility for their learning by participating in problem seeking, problem solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

ECONOMICS AND PERSONAL FINANCE

Grade Level: 12 **1 Unit**

In this course, students will explore economic decisions, how to use money wisely, how education and career choices impact them financially, and how to be financially responsible citizens. Students will be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning.

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FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY

Grade Level: 9 **1 Unit**

In this course, students will examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others.

HONORS FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY

Grade Level: 9 **1 Unit**

In this course, students will examine the ways in which power and responsibility are both shared and limited by the US Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims to communicate ideas and take action to effect change and inform others. The Honors course is more challenging and requires students to take greater responsibility for their learning by participating in problem seeking, problem solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

AP US GOVERNMENT AND POLITICS

Grade Level: 9 **1 Unit**

This course is designed to provide students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics.

IB HISTORY OF THE AMERICAS

Grade Level: 11 **1 Unit**

Recommended Prerequisites: Civics and Economics or Civic Literacy

This class is the first year of a two-year sequence to prepare for the IB History HL exam. Participants will study the historical relationships between the United States, Latin America, and Canada from a global perspective from colonialism to the present. There will be special emphasis on note-taking, and critical reading and writing skills. Students will also be exposed to historical thinking and analysis, including historiography. Students are encouraged to take the AP US History exam. Students meeting the prerequisites have open access to IB courses.

IB 20TH CENTURY WORLD HISTORY

Grade Level: 12 **1 Unit**

This course is an in-depth examination of a limited number of world history topics that occurred in the 20th century.

A heavy emphasis is placed on the study of war, revolution, single-party states, and Cold War diplomacy. Topics may be drawn from events in Europe, Asia, the Americas, Africa, and the Middle East. Previous topics of study in the course have included World War I and II; revolutions in Russia; Mexico; and China; Nazi Germany; Stalin's USSR; Peron in Argentina; Castro in Cuba; the Holocaust; the Arab-Israeli conflict; Korean War; Berlin Airlift; and Eastern Europe under the USSR. The course will emphasize a wide range of reading, evaluating historical sources, developing historical arguments, and expressing those ideas orally and in writing. Course credit is dependent on students taking an IB History exam. Students who have completed IB History of the Americas in addition to IB 20th Century are eligible for the higher-level exam. Students who have completed the 20th Century course are eligible for only the standard-level exam. Students meeting the prerequisites have open access to IB courses.

AP UNITED STATES HISTORY

Grade Level: 11 **1 Unit**

The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn

to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. Students will also develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

WORLD HISTORY

Grade Level: 10 **1 Unit**

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world since 1200 CE, providing historical background for each area and details inclusive of change over time; historical impact; religion; diplomacy; culture practices and beliefs; and economic, political, and social institutions. It also explores underlying themes of: power and authority, change and continuity, human–environment interaction, globalization, cultural diffusion, and individual and group identity. The course will blend the historical with the contemporary and current so that students begin to acquire an understanding of how the historical events have implications or lasting impacts that have influenced the world in which we currently live.

HONORS WORLD HISTORY

Grade Level: 10 **1 Unit**

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

AP WORLD HISTORY MODERN

Grade Level: 10 **1 Unit**

The purpose of the AP World History: Modern course is for students to develop a greater understanding of the evolution of global processes and contacts in different types of human societies since 1200 CE. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence.

Social Studies Electives

HONORS 20TH CENTURY CIVIL LIBERTIES, CIVIL RIGHTS

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

Recommended Prerequisites: Civics and Economics or Civic Literacy

This course accentuates the history, struggles, successes, and similarities of diverse groups of 20th-century Americans who protested on behalf of civil liberties and civil rights. It begins with an understanding of America's founding documents and their conceptual and historical paradoxes and looks at the flexibility of the US Constitution and the impact of additional amendments over time on both civil liberties and civil rights.

AFRICAN AMERICAN HISTORY

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

The focus of the course will be to create an awareness and an understanding of the history, culture, and contributions of the people of African descent within the American experience from the transatlantic slave trade to the present.

HONORS AFRICAN AMERICAN HISTORY

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

This course will provide students with the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of African American history from the slave trade to the present. The course is challenging and requires students to take greater responsibility for their learning by participating in problem seeking, problem solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

HONORS INTRODUCTION TO RACIAL EQUITY AND SOCIAL JUSTICE

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

This course will explore a number of key themes and ideas pertaining to racial equity and social justice. It will invite students to explore the perspectives of many different groups of people, to inform how race, gender, orientation, class, disability, and other components of identity impact people's lives—with strong attention paid to systems and structures that disenfranchise groups of people. It will encourage students to look at the agency that marginalized and oppressed people have had to exercise control over their own circumstances and identities, and to analyze and critique institutions and practices fundamental to their lives. Available only at some schools.

FRESHMAN SEMINAR: CULTURAL IDENTITY AND IMAGE

Grade Level: 9 **1 Unit**

This seminar is designed to explore the concept of cultural identity using historical data to track the evolution of African American culture and the figures who have contributed to it. The course will blend in current events and other modern cultural themes to make connections to students' present-day experiences, allowing students to research and create their own learning trajectories. This course will also provide key support in navigating the transition into high school and making positive choices that will place them in the best position for successfully preparing for postsecondary and career opportunities. By immersing students in both the historical significance and the current state of African American identity and image, students will create deeper connections to the African American heritage and experience.

AMERICAN HUMANITIES

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

Recommended Prerequisite or Corequisite: American History, or AP US History

The course emphasizes the human journey associated with being and/or becoming American from the early national period to the modern era. The course will use a historical lens to discover and question through broad humanistic movements—literary, artistic, linguistic, philosophical, and religious—the cultural uniqueness of America, including popular culture. The course will accentuate a variety of voices representative of the American experience over time. This course is a seminar experience, and skills associated with seminar participation—reading, researching, listening, speaking, questioning, interpreting, and reasoning—will be emphasized.

HONORS AMERICAN HUMANITIES

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

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

Continues the examination of American culture and experience from the early national period to the modern era. This course, however, provides more depth and is more writing-intensive, with a concentration on the student's ability to analyze and evaluate different aspects of the unique American culture.

AP EUROPEAN HISTORY

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

The study of European history since 1450, this course introduces students to social, cultural, political, and economic developments in Europe that played a fundamental role in shaping the world in which they live. Students will not only learn a basic narrative of European history but also explore the development of modern institutions, the role of conflict and continuity in the present day, and the evolution of artistic expression and intellectual discourse. The goals of an AP European course are to develop an understanding of principal themes in modern European history, an ability to analyze historical evidence and interpretation, and an ability to express historical understanding in writing in preparation for intermediate and advanced college courses.

AP COMPARATIVE GOVERNMENT AND POLITICS

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

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, show available institutional alternatives, explain differences in processes and policy outcomes, and communicate the importance of global political and economic changes.

AP HUMAN GEOGRAPHY

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

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students meeting the prerequisites have open access to AP courses.

AP MACROECONOMICS

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

The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, and international economics.

AP MICROECONOMICS

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

The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

IB PHILOSOPHY SL

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

The IB Philosophy course aims to lead students to reflect on and question the bases of knowledge and experience, develop a personal mode of thought based on critical examination of evidence and argument, formulate rational arguments, and be aware of subjective and ideological biases. This course seeks to engage students in doing philosophy rather than merely learning philosophical doctrines or about the great philosophers. Students will study two philosophical themes and one specific philosophical text in preparation for the IB Philosophy SL exam. Course credit is dependent upon students taking the IB standard level exam or meeting the course requirements for IB Philosophy HL the following year. Students meeting the prerequisites have open access to IB courses.

IB PHILOSOPHY HL

Grade Level: 12 **1 Unit**

Prerequisite: IB Philosophy SL

The IB Philosophy HL course is a continuation of the IB Philosophy SL course. Two additional themes and one additional text will be studied. Course credit is dependent upon taking the IB Philosophy HL exam. Students meeting the prerequisites have open access to IB courses.

PSYCHOLOGY

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

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

span and study human differences and strategies for coping when those differences create dysfunction.

HONORS PSYCHOLOGY

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

This course provides students with the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in psychology. The course is challenging and requires students to take greater responsibility for their learning by participating in problem seeking, problem solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

AP PSYCHOLOGY

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

This course introduces a systematic, scientific study of the behavior and mental processes of human beings and other animals; psychological facts, principles, and phenomena associated with major subfields within psychology; and psychological methodology.

IB PSYCHOLOGY SL

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

This course introduces systematic, scientific study of the behavior and mental processes of human beings and other animals; psychological facts, principles, and phenomena associated with major subfields within psychology; and psychological methodology. Course credit is dependent upon the student taking the IB Psychology SL exam. Students meeting the prerequisites have open access to IB courses.

IB PSYCHOLOGY HL

Grade Level: 12 **1 Unit**

This second course of a two-year IB HL sequence will deepen and broaden the student's understanding of complex topics related to the field of psychology, including options in abnormal, developmental, health, and sport psychology. HL students will also be assessed on qualitative research methodology. Course credit is dependent upon the student taking the IB Psychology HL exam. Students meeting the prerequisites have open access to IB courses.

SOCIOLOGY

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

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

HONORS SOCIOLOGY

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

Honors Sociology provides students with the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts (research methods, culture, society, socialization, conformity, and defiance in human behavior as well as human stratification) found in sociology. The course is challenging and requires students to take greater responsibility for their learning by participating in problem seeking, problem solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

IB THEORY OF KNOWLEDGE I

Grade Level: 11 **1 Unit**

This course will create in students a willingness to question the basis of perceived knowledge for accepting or rejecting any information placed before them to provide the logical, analytical, and epistemological tools necessary for making and justifying such decisions and to sharpen the oral and written skills necessary to present the results. Students must be concurrently enrolled in at least three IB courses. This course is offered as a one- or two-year sequence and is required of all IB diploma candidates. Students meeting the prerequisites have open access to IB courses.

IB THEORY OF KNOWLEDGE II

Grade Level: 12 **1 Unit**

Prerequisite: IB Theory of Knowledge I

This course will create in its students a willingness to question the basis of perceived knowledge for accepting or rejecting any information placed before them; to provide the logical, analytical, and epistemological tools necessary for making and justifying such decisions; and to sharpen the oral and written skills necessary to present the results. Students must be concurrently enrolled in at least three IB courses. This course is offered as a one- or two-year sequence and is required of all IB diploma candidates. Students meeting the prerequisites have open access to IB courses.

TURNING POINTS IN AMERICAN HISTORY

Grade Level: 11 **1 Unit**

This course emphasizes 10–15 key turning points in American history at a greater depth than a survey course in American history. Studying turning points chronologically will provide students with a narrative of American history as well as an understanding of historical methods and the use of historical inquiry. Students should essentially become historians to better understand and appreciate the narrative of a people, a nation, and a world.

HONORS TURNING POINTS IN AMERICAN HISTORY

Grade Level: 11 **1 Unit**

An advanced study of 10–15 key turning points in American History that were caused by and subsequently have contributed to major social, cultural, political, and/or economic events. This course, however, is more writing, reading, researching, and listening intensive.

WORLD HUMANITIES

Grade Level: 10 **1 Unit**

This course will begin with a focus on the ancient cultures of the Mediterranean and Europe through the Reformation, the Renaissance, and the political revolutions of the 18th and 19th centuries. Humanities studies demonstrate the way that human beings historically create and share meaning as individuals, as communities, and as cultures through what they document and produce. Course content will be studied through a contemporary global lens and as a seminar experience with embedded skills associated with seminar participation, such as reading, researching, listening, speaking, questioning, interpreting, reasoning, and creating.

HONORS WORLD HUMANITIES

Grade Level: 10 **1 Unit**

This course continues the examination of cultures around the world and their contributions to history, including philosophy, literature, religion, art, music, and language. With this seminar, students should recognize enduring human problems and become more culturally sensitive to all of humanity. This course, however, provides more depth and is more writing intensive, with a concentration on a student's ability to analyze and evaluate different aspects of cultures throughout the span of world history.

Global Languages

Previous performance in Global Language courses and teacher recommendation should be considered in course selection.

As we become more globally connected in an ever-changing world, many diverse cultural and linguistic groups converge. The study of a global language becomes extremely important. The benefits of effective second language instruction focuses on the role of the individual in a multilingual, global society. Students in Global Language programs also tend to demonstrate greater cognitive development, creativity, and divergent thinking. The learner will also develop insight into the nature of language and culture by comparing their own language and culture to others.

For students following the Future Ready core course of study, Global Languages is recommended as a concentration area of focus. Although two levels of world languages are no longer a high school graduation requirement, they are the minimum prerequisite for admission to the UNC system and some colleges in the nation. Many colleges and universities prefer or require three or four years of global language study.

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

GLOBAL LANGUAGES

American Sign Language I
American Sign Language II
French I
French II
Honors French III
Honors French IV
Honors French V
AP French Language and Culture
IB French Language SL/HL
French ab initio A
Honors French ab initio B
German I
German II
Honors German III
Honors German IV
AP German Language and Culture
Modern Hebrew I
Modern Hebrew II
Honors Hebrew III
Honors Hebrew IV
Honors Hebrew V
Honors Hebrew VI
IB Hebrew SL
Japanese I
Japanese II
Honors Japanese III
AP Japanese Language and Culture
Latin I
Latin II
Honors Latin III
Honors Latin IV
AP Latin
IB Latin SL/HL
Mandarin Chinese I
Mandarin Chinese II
Honors Mandarin Chinese III
Spanish I
Spanish II
Honors Spanish III
Honors Spanish IV
Honors Spanish V
AP Spanish Language and Culture
AP Spanish Literature and Culture
IB Spanish Language SL/HL
Spanish ab initio A
Honors Spanish ab initio B
Spanish for Heritage Speakers I
Honors Spanish for Heritage Speakers II
Medical Spanish

Course Descriptions

AMERICAN SIGN LANGUAGE I

Instruction begins with understanding the five categories of ASL: handshape, orientation, location, movement, and nonmanual 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 sentences, finger spelling, and grammar structure in ASL. As student ability increases, proficiency will be demonstrated by the development of new insight into the language and culture. Students will reinforce and further knowledge of other disciplines through ASL and will be able to demonstrate their understanding within and beyond the school setting.

AMERICAN SIGN LANGUAGE II

1 Unit

Students will improve and deepen their skills in ASL through increased vocabulary acquisition and greater ability to comprehend signed information. In accordance with the World Language Essential Standards, Level 2, students will be able to demonstrate understanding of a wide variety of signs about familiar and unfamiliar topics, formulate sentences on familiar topics, make comparisons between their culture and the target culture, and deepen their understanding and knowledge of people with diverse backgrounds.

AMERICAN SIGN LANGUAGE III

1 Unit

Students will improve and deepen their skills in ASL through increased vocabulary acquisition and greater ability to comprehend and convey signed information. In accordance with the World Language Essential Standards, Level 3, students will be able to demonstrate understanding of a wide variety of signs about familiar and unfamiliar topics, formulate sentences various topics, and will reach the intermediate low proficiency level for fingerspelling, presentational expression and novice high for presentational--glossing. (Glossing is a written system to indicate which signs and other non-manual makers, such as facial expressions and body movements, should be used)

FRENCH I

1 Unit

This course begins a student's development of listening, speaking, reading, and writing in the French language. Students are introduced to Francophone culture, customs, and geography.

FRENCH II

1 Unit

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

This class continues to stress listening and speaking skills with increased emphasis on reading and writing. A major goal for students is to communicate their ideas in an oral/written format. The development of cultural understanding will continue with the addition of Francophone literature.

HONORS FRENCH III

1 Unit

Prerequisite: French II or demonstrated proficiency

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

HONORS FRENCH IV

1 Unit

Prerequisite: French III or demonstrated proficiency

This course places continued emphasis on communicative skills with exposure to a wide variety of literatures. Cultural studies include Francophone history.

HONORS FRENCH V

1 Unit

Prerequisite: French IV or demonstrated proficiency

This class will refine communicative skills with emphasis on linguistic accuracy, competency in language usage, reading major works of French literature, and written language proficiency.

AP FRENCH LANGUAGE AND CULTURE

1 Unit

Prerequisite: French IV or demonstrated proficiency and teacher recommendation

This course continues the emphasis on advanced communicative skills and exposes the students to a variety of literature genres. Francophone culture is further explored to facilitate language acquisition. Students meeting the prerequisites have open access to AP courses.

IB FRENCH LANGUAGE SL

1 Unit

Recommended Prerequisite: French III

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

IB FRENCH LANGUAGE HL

1 Unit

Recommended Prerequisite: French IV or IB French SL

Continued emphasis is placed on oral and written mastery of the target language with exposure to a wide variety of authentic materials, including literature, articles from the Francophone press, advertisements, audio, and films. Addresses social issues relating to the cultures where the

language is spoken. Credit is dependent upon student taking the IB French Language HL exam. Students meeting the prerequisites have open access to IB courses.

FRENCH AB INITIO A

1 Unit

This first-level course is offered to students entering the International Baccalaureate program who have transferred to the program late or have little or no experience in the language. It is also a course for IB students who have transferred from one IB school to another, one where the foreign language they were studying at the previous school is not offered. If taught as a pre-IB course, this course carries standard credit. If taught as an IB course to meet IB Diploma requirements, this course carries IB credit.

HONORS FRENCH AB INITIO B

1 Unit

Prerequisite: IB French ab initio A

This second-level course is offered to students entering the International Baccalaureate program who have transferred to the program late or with little or no experience in the language. The ultimate goal of the French ab initio student is to successfully pass the internal and external assessments of the IB French ab initio Exam. If taught as a pre-IB course, this course carries Honors credit. If taught as an IB course to meet IB Diploma requirements, this course carries IB credit. Students meeting the prerequisites have open access to IB courses.

GERMAN I

1 Unit

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

GERMAN II

1 Unit

Prerequisite: German I or demonstrated proficiency

Greater emphasis is given to reading and writing skills with the major goal being for students to communicate their ideas in an oral/written format. The development of cultural understanding will continue.

HONORS GERMAN III

1 Unit

Prerequisite: German II or demonstrated proficiency

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

HONORS GERMAN IV

1 Unit

Prerequisite: German III or demonstrated proficiency

This class improves all language skills, reviews special areas of difficulty in language structure, and provides for reading literature free of adaptation. Communicative competence is stressed in all activities. Students will study historical and contemporary topics, conduct discussions in German, and write original compositions. Students may choose to take the AP exam.

AP GERMAN LANGUAGE AND CULTURE

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

Prerequisite: German III or demonstrated proficiency and teacher recommendation

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

MODERN HEBREW I

1 Unit

This course serves as an introduction to modern Hebrew, specifically structured for students with no previous Hebrew background. Students will learn how to read and write using the Hebrew alphabet before learning elementary Hebrew grammar and vocabulary. Emphasis will be placed on reading comprehension, writing, and improving oral abilities. **Grimsley**

MODERN HEBREW II

1 Unit

Prerequisite: Hebrew I or demonstrated proficiency

Working with a basic understanding of the language, Hebrew II focuses on more complex forms of grammar applied to the reading, writing, and speaking of the language. Students will gain the skills to write independently. They will be encouraged to speak Hebrew in class and to read short stories and articles. The ability to read and write Hebrew (equivalent to Hebrew I) is required to enroll in this class. **Grimsley**

HONORS HEBREW III

1 Unit

Prerequisite: Hebrew II or demonstrated proficiency

Students are encouraged to participate in oral conversations in Hebrew during class. More complex grammar, vocabulary, reading, and oral exercises are a part of the daily routine of this class. The students are immersed in Hebrew through movies in Hebrew, dialogue, newspapers, and creative projects.

HONORS HEBREW IV

1 Unit

Prerequisite: Hebrew III or demonstrated proficiency

Working with a strong vocabulary and grammar comprehension, students' Hebrew fluency will be stressed. The students will read, analyze, and discuss Hebrew literary works, including poetry, newspaper articles, books, and plays. Strong oral abilities, as well as strong composition and translation skills, are required.

HONORS HEBREW V

1 Unit

Prerequisite: Honors Hebrew IV

Students who have completed Hebrew I-IV and have passed the culmination exam will be allowed to pursue an independent study during a period in which Hebrew is being offered. The student will be expected to read texts and translate them independently, write compositions, analyze the works of modern Israeli authors, and hold conversations. This class will be geared to those students who are preparing to take the SAT test in Hebrew to fulfill their college language requirements. The student must have the approval of the instructor to be enrolled on this level.

HONORS HEBREW VI

1 Unit

Prerequisite: Honors Hebrew V

Students who have completed Hebrew I-V and have passed the culmination exam will be allowed to pursue an independent study during a period in which Hebrew is being offered. The student will be expected to read texts and translate them independently, write compositions, analyze the works of modern Israeli authors, and hold conversations. This class will be geared to those students who are preparing to take the SAT test in Hebrew to fulfill their college language requirements. The student must have the approval of the instructor to be enrolled on this level.

IB HEBREW SL

1 Unit

Recommended Prerequisite: Hebrew IV

This course offers a continued emphasis on reading, writing, listening, and speaking skills with exposure to a wide variety of both traditional and contemporary literature. Stress will be placed on oral communication and advanced composition along with vocabulary enrichment. Credit is dependent upon student completing the requisite internal assessment and taking the IB Hebrew Language exam. Students meeting the prerequisites have open access to IB courses.

JAPANESE I

1 Unit

Basic skills of the language with emphasis on listening and speaking will be the focus of this course. Reading and writing of material mastered audio-lingually will be emphasized in addition to the life and customs of the people. **High Point Central**

JAPANESE II

1 Unit

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

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

HONORS JAPANESE III

1 Unit

Prerequisite: Japanese II or demonstrated proficiency

This course is a continuation of Japanese level II and is designed to enhance the participants' proficiency in the language and their knowledge of Japan and its culture. At the end of the course, students should be able to comprehend more Japanese characters and use them in their daily conversations. **High Point Central**

AP JAPANESE LANGUAGE AND CULTURE

1 Unit

Prerequisite: Honors Japanese III or demonstrated proficiency and teacher recommendation

This course is designed to further the knowledge of students who have successfully completed level III. Students will be immersed in the target language, advancing their skills in communication by reading and conversing about a variety of contemporary cultural topics. Writing skills will be expanded through the study of advanced grammatical forms, culminating in self-expression paragraphs and essays. Reading skills will improve with exposure to graded authentic literature genre. Students meeting prerequisites have open access to AP courses. **High Point Central**

LATIN I

1 Unit

This class presents a study of the fundamentals in Latin grammar and acquiring knowledge of Roman culture and civilization.

LATIN II

1 Unit

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

Students will increase skills with an emphasis on translation and grammar skills, reading comprehension, and increased cultural knowledge.

HONORS LATIN III

1 Unit

Prerequisite: Latin II or demonstrated proficiency

Students will be exposed to a wide variety of literatures pertinent to the language and culture of Rome and its Empire. Increased emphasis is placed on syntax and grammatical structure.

HONORS LATIN IV

1 Unit

Prerequisite: Latin III or demonstrated proficiency

Students attain a high level of appreciation, with emphasis on critical reading of Latin literary works.

AP LATIN

1 Unit

Prerequisite: Latin III or demonstrated proficiency and teacher recommendation

Students attain a high level of appreciation and proficiency in the Latin language, with emphasis on critical reading of Latin literary works. The course includes the study of the cultural, social, and political context of the literature on the syllabus. Students meeting prerequisites have open access to AP courses.

IB LATIN SL

1 Unit

This course studies the writings of Ovid, Catullus, Horace, and Virgil in preparation for the IB SL exam. A sound knowledge of Latin grammar is needed. Latin I, II, and III are recommended prerequisites for the class. Credit is dependent upon student taking the IB Latin Language SL exam. Students meeting the prerequisites have open access to IB courses.

IB LATIN HL

1 Unit

This course studies the writings of Ovid, Catullus, Horace, and Virgil in preparation for the IB HL exam. A sound knowledge of Latin grammar is needed. Latin I, II, and III are recommended prerequisites for the class. Credit is dependent upon student taking the IB Latin Language HL exam. Students meeting the prerequisites have open access to IB courses.

MANDARIN CHINESE I

1 Unit

The main purpose for this level is to motivate and prepare students for more challenging Chinese learning. Students will be introduced to the skills of listening, speaking, and writing in the Mandarin Chinese language. Students will study basic knowledge of the Mandarin Chinese language as well as the Chinese culture. Students will learn Chinese characters, Pinyin and tones, basic words, and word roots in the form of numbers, colors, and basic sentence patterns to communicate about daily life situations.

MANDARIN CHINESE II

1 Unit

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

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

HONORS MANDARIN CHINESE III

1 Unit

Prerequisite: Mandarin Chinese II or demonstrated proficiency

This is a continuation of Mandarin Level II and is designed to enhance the participants' proficiency in the language. At the end of the course, students should be able to comprehend more Chinese characters and use them in their daily conversations.

SPANISH I

1 Unit

In this course, students will develop listening, speaking, reading and writing in the Spanish language. Listening and speaking precede reading, and writing. Students are introduced to Spanish culture, customs, and geography.

SPANISH II

1 Unit

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

This class gives a greater emphasis to reading and writing skills with the major goal for students being to communicate their ideas in an oral/written way. The development of cultural understanding will continue.

HONORS SPANISH III

1 Unit

Prerequisite: Spanish II or demonstrated proficiency

This course stresses the increased integration of listening, speaking, reading, and writing. The goal is exclusive use of Spanish in the classroom. Literary selections are used for reading material. The cultural focus includes important events in Spanish history.

HONORS SPANISH IV

1 Unit

Prerequisite: Spanish III or Spanish for Native Speakers II or demonstrated proficiency

This course places a continued emphasis on reading and speaking skills with exposure to a wide variety of literatures. Stress is placed on more formal study of literature, advanced grammar, high-level vocabulary, and composition.

HONORS SPANISH V

1 Unit

Prerequisite: Spanish IV or demonstrated proficiency

This class will enable students to refine their communicative skills, with emphasis on linguistic accuracy, competency in language usage, reading major works of Spanish literature, and written language proficiency.

AP SPANISH LANGUAGE AND CULTURE

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

Prerequisite: Spanish IV, Spanish for Native Speakers II, or demonstrated proficiency and teacher recommendation

This course continues the emphasis on advanced communicative skills and exposes the students to a variety of literature genres. Social issues, customs, and traditions pertaining to the cultures where the language is spoken will be further explored as an essential component of language proficiency. Students meeting the prerequisites have open access to AP courses.

AP SPANISH LITERATURE AND CULTURE

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

Prerequisite: Spanish IV, Spanish for Native Speakers II, or demonstrated proficiency and teacher recommendation

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

IB SPANISH LANGUAGE SL

1 Unit

Recommended Prerequisite: Spanish IV

Continued emphasis is placed on reading, writing, listening, and speaking skills with exposure to a wide variety of both traditional and contemporary literature. This course stresses oral communication and advanced composition along with vocabulary enrichment. Credit is dependent upon student

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

IB SPANISH LANGUAGE HL

1 Unit

Recommended Prerequisite: Spanish IV

This course refines communicative skills with emphasis on linguistic accuracy, competency in language usage, analysis of major works of Spanish literature, and skillful written production. Credit is dependent upon students completing the requisite internal assessment and taking the IB Spanish HL exam. Students meeting the prerequisites have open access to IB courses.

SPANISH AB INITIO A

1 Unit

This first-level course is offered to students entering the International Baccalaureate program who have transferred to the program late or with little or no experience in the language. It is also a course for IB students who have transferred from one IB school to another one where the foreign language they were studying at the previous school is not offered. If taught as a pre-IB course, this course carries standard credit. If taught as an IB course to meet IB Diploma requirements, this course carries IB credit. Students meeting the prerequisites have open access to IB courses.

HONORS SPANISH AB INITIO B

1 Unit

Prerequisite: Spanish ab initio A

This second-level course is offered to students entering the International Baccalaureate program who have transferred to the program late or with little or no experience in the language. The ultimate goal of the Spanish ab initio student is to successfully pass the internal and external assessments of the IB Spanish ab initio Exam. If taught as a pre-IB course, this course carries Honors credit. If taught as an IB course to meet IB Diploma requirements, this course carries IB credit.

SPANISH FOR HERITAGE SPEAKERS I

1 Unit

Prerequisite: Ability to speak and comprehend conversational Spanish or teacher recommendation.

This course is designed for native Spanish-speaking students. Emphasis is placed on reading and writing skills. Goals of the course are to enhance students' proficiency in speaking Spanish, enlarge cultural awareness, and develop appreciation of Spanish literature (availability depending on school site).

HONORS SPANISH FOR HERITAGE SPEAKERS II

1 Unit

Prerequisite: Spanish for Heritage Speakers I, Spanish II, or teacher recommendation

This course will offer a continuation of the goals of the previous course. Heritage Spanish-speaking students will increase their knowledge of formal reading and writing in Spanish and of their cultural heritage. This course carries Honors credit (availability depending on school site).

MEDICAL SPANISH

1 Unit

Recommended Prerequisite: Spanish II

This class is oriented to those students who are following the Medical Careers path. Students will begin to acquire the necessary technical vocabulary to function proficiently when dealing with Spanish-speaking patients. The course begins the development of specific communicative skills in Spanish, such as evaluating patients, explaining diagnoses, and managing treatment decisions, putting emphasis on building professional cultural sensitivity when approaching Spanish-speaking patients (availability depending on school site).

GLOBAL LANGUAGE PROFICIENCY

Students who are not native English speakers may meet the global language college admission requirement:

I. if they take two credits in a second language at the high school level; or

II. if they receive two global language credits through Credit by Demonstrated Mastery (CDM); or

III. if they have had instruction in grammar and literature through the 9th grade in a language other than English (e.g., the student attends formal schooling through 9th grade in their native country where the native language is a language other than English before moving to this country and attending grades 10–12 in a US high school.); this certification must be documented on an official transcript showing completion of a course credit; or

IV. if they achieve a minimal acceptable score on the SAT Subject Test for the student's native language if that language is available on the SAT Subject Tests. SAT Subject Test Reading and Listening Tests are available in Chinese, French, German, Japanese, Korean, and Spanish. GCS requires that students take both tests. SAT Subject Test Reading-only Tests are available in Modern Hebrew and Italian. The minimal acceptable score on all tests is 450.

Miscellaneous

Previous performance in Miscellaneous courses and teacher recommendation should be considered in course selection.

MISCELLANEOUS

AP Seminar
Education in America: Teacher Cadets I
Leadership Development
SAT Preparation
ACT Preparation
Success 101

Course Descriptions

AP SEMINAR

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

AP Seminar is a rigorous foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course counts as a miscellaneous AP elective credit.

EDUCATION IN AMERICA: TEACHER CADETS I

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

Approval by application

This course is designed to introduce students to the profession of education. Students will focus upon the nature of the K–12 learner, including exceptional children, the process and methods of teaching, the nature of schools and schooling, and issues regarding the transformation of education. Students will be observing other classes and participating in internships. This course is the basis of the Teacher Cadet Program.

LEADERSHIP DEVELOPMENT

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

This course trains students in various aspects of leadership skills, values clarification, group dynamics, project planning, coordination, and interpersonal relationships. Students will examine the role of student government, present-day leaders, and leadership.

SAT PREPARATION

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

This class teaches good test-taking skills and provides a review of the verbal and math sections of the Scholastic Aptitude Test (SAT). Practice tests will be utilized.

ACT PREPARATION

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

This course addresses helpful test-taking skills for success on the ACT college readiness examination and provides instruction and review of math, reading, and writing content and skills tested by this exam.

SUCCESS 101

Grade Level: 9 **1 Unit**

Aids in the transition from middle to high school by preparing for real-life experiences. Students will begin to focus on academic and career goals.

Planning for College?

If you are planning to continue your education after high school, following the graduation requirements for the Future Ready Core course of study will prepare you for community college or four-year college/university admission. To be the very best-prepared high school graduate, keep these goals in mind:

COURSES

Take the most challenging classes possible that will prepare you for educational and career opportunities after high school. Take sequential courses that will deepen your knowledge and understanding in that subject. Select courses in Career and Technical Education Clusters to explore and prepare you for the workplace. These classes will be excellent preparation for both university and community college. Remember that you may be able to earn college credit, save college costs, and possibly graduate college early by taking Advanced Placement, International Baccalaureate, or Career and Technical Education courses listed on the Community College Articulation Agreement list.

GRADES

Aim for high grades throughout high school. If you find that you need additional help in a class, talk with your teacher or counselor.

SAT OR ACT SCORES

Taking classes that challenge you and reading every day will help you score higher on the SAT or ACT. Talk with your school counselor about test preparation programs available at your high school and on CFNC.org. The SAT and the ACT are both college admissions tests but have different formats. Consider taking both to maximize your scores. The ACT will be administered to all high school juniors in March by your high school at no cost.

CLASS RANK

Your class rank will be determined by your grade point average in relation to others in your high school class. Remember that class rank begins with the first grades you receive as a freshman. Start strong to finish strong!

COMMUNITY ACTIVITIES

Extracurricular activities, hobbies, and community involvement through volunteerism and work will be considered during the college admission process. Most colleges prefer activities that show long-term interest and commitment rather than a flurry of things that you do in your junior or senior year. Become involved in clubs, sports, and the arts early in high school. College admissions officers also look for evidence of leadership and well-rounded interests.

RECOMMENDATIONS

You'll want college recommendations from adults in your life with whom you have strong, positive relationships.

ESSAYS AND INTERVIEWS

Work on improving your writing and speaking abilities by reading material that you would not usually select. Take a variety of elective courses to widen your interests. Ask your English teachers and school counselor to provide mock interview sessions to strengthen your communication skills.

IT IS NEVER TOO EARLY TO PLAN FOR THE FUTURE!

Use the calendar below from the National Association for College Admission Counseling to help you in your successful preparation for college over the next four years.
Visit www.nacac.com for more information.

Goals for College and Career Readiness

Freshman Year

- ☐ Build strong academic, language, mathematics, and critical-thinking skills by taking challenging courses.
- ☐ Study hard and get excellent grades.
- ☐ Strengthen your vocabulary by increasing your reading.
- ☐ Become involved in co-curricular activities.
- ☐ Meet your high school counselor and discuss your plans for the next four years.
- ☐ Browse through college literature or surf the web to get an idea of what types of schools may be of interest to you.
- ☐ Check out what high school courses colleges require.
- ☐ Know NCAA (National Collegiate Athletic Association) requirements if you want to play sports in college.
- ☐ Keep an academic portfolio and extracurricular record.
- ☐ Research career possibilities.
- ☐ Continue saving money for college.

Sophomore Year

- ☐ Keep a record of your extracurricular involvement, volunteer work, and employment (all year).
- ☐ Make sure you are on top of your academic work. If necessary, meet with your teacher for additional help.
- ☐ Volunteer: this is a great way to identify your interests and to develop skills.
- ☐ It is never too early to start researching colleges and universities. Visit your counseling office to browse literature and guidebooks. Use the internet to check out college and university websites. Websites like www.cfnc.org, www.ACT.org, and www.collegeboard.com allow you to review and compare both North Carolina and out-of-state institutions.
  Attend the GCS College Night in October to meet admissions representatives.
- ☐ Plan now for wise use of your summers. Consider taking a summer course or participating in a special program (e.g., prospective engineers, writing seminars, or music/theater camps) at a college or community college. Work a summer job or volunteer in your community.
- ☐ During the summer, you may want to sign up for a PSAT/SAT/ACT prep course, use computer software, or do the practice tests in books designed to familiarize you with standardized tests.
- ☐ Make your summer productive. Continue reading to increase your vocabulary.

Junior Year

- ☐ Junior Year PSAT scores are used to qualify a student for the National Merit Scholarship Competition, the National Achievement Program, and the National Hispanic Scholars Program.
- ☐ You will be administered an ACT test in the spring by your high school at no cost to you.
- ☐ Register for the spring administration of the SAT. Register early at www.collegeboard.com to ensure you have a seat. Check with your school counselor before registering to see whether you qualify for a fee waiver.
- ☐ Actively research colleges and universities and plan campus visits both during your junior year and the summer after.
- ☐ Attend the GCS College Night to meet admissions representatives and to ask questions about the colleges and universities.

Senior Year

- ☐ Check on application and financial aid deadlines for the schools to which you plan to apply. They may vary, and it is essential to meet all deadlines!
- ☐ Meet with your counselor to be sure your list includes colleges appropriate to your academic and personal record. Review your transcript and co-curricular records with your school counselor to ensure their accuracy.
- ☐ Attend the GCS College Night to get your questions answered by admissions representatives.
- ☐ If you need financial aid, talk to your counselor about the FAFSA (Free Application for Federal Student Aid) process. Check to see whether the colleges to which you are applying require any other financial aid form. Register for the CSS Profile if required and obtain the college's own financial aid forms, if available.
- ☐ Complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.
- ☐ Request that your counselor send your final transcript to the college you will attend. Notify the college of any private scholarships or grants you will be receiving.

High School Course Planning Worksheet

Last Name First Middle

School Current Grade Level

Academic Program Options Selected
(check all that apply)

- ☐ NC Scholars Program
- ☐ Meeting NC University System Admission Standards
- ☐ Meeting CTE Concentrator requirements in the following program areas _____.
- ☐ Diploma Endorsements

Beginning Date _____ Grade _____

9TH GRADE			10TH GRADE			11TH GRADE			12TH GRADE		
Course No.		Unit(s)	Course No.		Unit(s)	Course No.		Unit(s)	Course No.		Unit(s)
Alternate			Alternate			Alternate			Alternate		

Career and Technical Education Career Pathway Worksheet

Select a career pathway within a career cluster that aligns with your interests and talents. Talk with your counselor and Career and College Manager about the recommended sequence of courses for a career pathway. Remember, your career pathway must include an upper-level course to fulfill the requirements for a CTE Concentrator Course of Study. Choose rigorous academic courses that complement your career pathway. Refer to the Career and Technical Education section of the registration book to complete this worksheet.

CAREER CLUSTER	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE

For more information on Career Clusters, please contact the Career and College Manager or Counselor at your school.

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Guilford County Schools High Schools

SCHOOL	ADDRESS	PHONE NUMBER
Andrews High	1920 McGuinn Drive, High Point, NC 27265	(336) 819-2800
Dudley High	1200 Lincoln St., Greensboro, NC 27401	(336) 370-8130
Eastern High	415 Peeden Dr., Gibsonville, NC 27249	(336) 449-6311
Greensboro College Middle College	815 West Market St., Greensboro, NC 27401	(336) 370-8300
Grimsley High	801 Westover Terrace, Greensboro, NC 27408	(336) 370-8180
High Point Central High	801 Ferndale Blvd., High Point, NC 27262	(336) 819-2825
Northeast High	6700 McLeansville Rd., McLeansville, NC 27301	(336) 375-2500
Northern High	7101 Spencer Dixon Rd., Greensboro, NC 27455	(336) 643-8449
Northwest High	5240 Northwest School Rd., Greensboro, NC 27409	(336) 605-3300
Page High	201 Alma Pinnix Dr., Greensboro, NC 27405	(336) 370-8200
Penn-Griffin School for the Arts	825 Washington Dr., High Point, NC 27262	(336) 819-2870
Ragsdale High	1000 Lucy Ragsdale Dr., Jamestown, NC 27282	(336) 454-7400
Smith High	2407 S. Holden Rd., Greensboro, NC 27407	(336) 294-7300
Southeast High	4530 Southeast School Rd., Greensboro, NC 27406	(336) 674-4300
Southern High	5700 Drake Rd., Greensboro, NC 27406	(336) 674-4250
Southwest High	4364 Barrow Rd., High Point, NC 27265	(336) 819-2970
The Kearns Academy	700 Chestnut Dr., High Point, NC 27262	(336) 885-7905
The Academy at Smith	2225 S. Holden Rd., Greensboro, NC 27407	(336) 316-5866
The Early College at Guilford	5608 W. Friendly Ave., Greensboro, NC 27410	(336) 316-2860
The Middle College at Bennett	610 Gorrell St., Greensboro, NC 27406	(336) 517-1832
The Middle College at GTCC – Greensboro	3505 E. Wendover Ave., Greensboro, NC 27405	(336) 375-2466
The Middle College at GTCC – High Point	901 S. Main St., High Point, NC 27260	(336) 819-4111
The Middle College at GTCC – Jamestown	200 Rochelle Dr., Jamestown, NC 27282	(336) 819-2957
The A&T Four Middle College at N.C. A&T	1601 E. Market St., Greensboro, NC 27411	(336) 691-0941
The Middle College at UNCG	1408 Walker Ave., Greensboro, NC 27412	(336) 334-3662
The STEM Early College at NC A&T	402 Laurel St., Smith Hall, Rm. 004, Greensboro, NC 27411	(336) 370-8580
Weaver Academy	300 S. Spring St., Greensboro, NC 27401	(336) 370-8282
Western High	409 Friendway Rd., Greensboro, NC 27410	(336) 316-5800

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