Gaston County Schools

High School Curriculum & Information Guide

2023-2024

Table of Contents

Planning for High School

"What you get by achieving your goals is not as important as what you become by achieving your goals."

-Henry David Thoreau

The vision of Gaston County Schools is to inspire success and a lifetime of learning. It is our sincerest hope that Gaston County students not only achieve the goal of successfully graduating from high school but also become lifelong learners in the process. Students and parents are encouraged to discuss goals for high school and beyond with each other, teachers, counselors, and administrators and use the information in this guide to make a four-year plan. Course selections throughout a high school career will prepare students for future career and college choices and it is GCS's goal for all students to maximize the number of choices available to them at the time of graduation. Therefore, students are encouraged to register for courses that are as difficult as they are able to successfully complete.

Counselors and career development coordinators are available in each high school to advise and assist students and parents throughout the registration process.

Students follow the Future Ready Course of Study to receive a North Carolina high school diploma.

Students with an Individualized Education Program (IEP) may have the opportunity to follow the Occupational Course of Study. Eligibility for this course of study is determined by the IEP team.

Academic Scholars and Other High School Diploma Endorsements

In addition to a Course of Study, students may elect to pursue one or more endorsements for their high school diploma (Career, College, College/UNC, Academic Scholars, Global Languages). Requirements for each endorsement can be found at High School Diploma Endorsements | NC DPI Per updated legislation, the Career, College, and College/UNC endorsements will have an additional requirement, students must earn either a 22 on ACT Reading or 480 on SAT Reading test.

Attendance

Students who attend school consistently are more likely to succeed academically. Also, students who attend school frequently feel more connected to their community and develop stronger social skills and friendships, which are important life skills. Poor attendance not only can affect grades and relationships but can also affect: a student's ability to earn high school credits and graduate on time; their enrollment in driver education classes or maintaining their driver's license; and their eligibility for sports. Keeping students on track in high school starts with good attendance.

High School Graduation Requirements

Content Area	Future-Ready Core Course of Study Requirements	Future-Ready Occupational Course of Study Requirements*
English	**4 Credits, taken sequentially** English I, II, III, IV or a designated combination of 4 courses	**4 Credits** English I, II, III, IV
Mathematics	**4 Credits** NC Math 1, 2, 3 4th Math Course to be aligned with the student's post-high school plans *A student, in some circumstances, may have an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.*	*Before 2021* **3 Credits** 1. Introduction to Mathematics 2. NC Math 1 3. Financial Management *Starting 2021-2022* **4 Credits** 1. Introduction to Mathematics 2. NC Math 1 3. Financial Management 4. Employment Prep IV: Math
Science	**3 Credits** A physical science course, Biology, Earth/Environmental Science	*Before 2021* **2 Credits** 1. Applied Science 2. Biology *Starting 2021-2022* **3 Credits** 1. Applied Science 2. Biology 3. Employment Prep I: Science
Social Studies	*Before 2020* **4 Credits** World History A founding principles course which shall be either: a. American History: Founding Principles, Civics & Economics b. Founding Principles of the United States of America and North Carolina: Civic Literacy American History courses which shall be either: a. American History I **&** II* b. American History I **or** II **and** another Social Studies course c. American History **and** another Social Studies course *Starting 2020 and beyond* **4 Credits** World History Founding Principles of the United States of America	*Before 2020* **2 Credits** 1. American History: Founding Principles, Civics & Economics OR Founding Principles of the United States of America and North Carolina: Civic Literacy 2. American History I OR American History II Or American History *Starting 2021-2022* **4 Credits** 1. Founding Principles of the United States of America and North Carolina: Civic Literacy 2. Economics & Personal Finance 3. Employment Prep II:

	and North Carolina: Civic Literacy American History Economics and Personal Finance	Citizenship 1A 4. Employment Prep II: Citizenship 1B
World Languages	**Not required for high school graduation**. A two-credit minimum is required for admission to a university in the UNC system	Not required
Health and Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education
Electives	**6 Credits required** **2 elective credits of any combination from either:** - Career and Technical Education (CTE) - Arts Education - World Languages **4 elective credits strongly recommended (four course concentration) from one of the following:** - Career and Technical Education (CTE)*** - JROTC - Arts Education (eg dance, music, theatre arts, visual arts) - Any other subject area (eg social studies, science, mathematics, English)	**4 Career / Technical Education Elective credits** **Occupational Courses** *Before 2021* 1. Occupational Preparation I, II, III, IV 2. Career Training I, II, III, and IV 3. Elective credits *Starting 2021-2022* 1. Employment Prep III: Citizenship IIA 2. Employment Prep III: Citizenship IIB 3. Career Training I, II, III, and IV 4. Elective credits
Other Requirements		Completion of work hours requirements A career portfolio Completion of student's IEP objectives
Total	28 credits (includes state and local requirements)	28 credits (state and local requirements)

* OCS Pathway courses aligned with the North Carolina Standard Course of Study.

** A student who takes AP US History instead of taking American History I and American History II must also take an additional elective social studies course in order to meet the four credits requirement.

*** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf

**** For students entering 9th grade in 2013-14 or earlier, completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment. For students entering 9th grade in 2014-15 or later,

completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment.

Promotion Requirements

To be a Sophomore: 6 units
To be a Junior: 13 units
To be a Senior: 20 units
To Graduate: 28 units
and successful completion of competency standards
Adjustments must be made for those students who transfer in from a six or seven-period day. Consult the counseling office for detailed information.

Note: Students graduate under the state and local requirements that were in place when they entered the ninth grade.

The Gaston County Board of Education requires students to earn 28 credits to receive a high school diploma.

To make sure students are on track to graduate, each student must meet the following:

Course of Study and Credit Requirements

- **End-of-Course (EOC) Test Requirements**
    - Students must complete the state-required End-of-Course (EOC) tests in NC Math 1, NC Math 3, Biology, and English II.
    - Middle school students enrolled in courses such as NC Math 1 that require an end-of-course test must complete the state-required End-of-Course (EOC) test.
- **Local Requirements**
    - Students must meet any additional requirements adopted by the Gaston County Board of Education.

Student Supports

When a student fails a course they have the option to participate in Credit Recovery or Grade Suppression. Grade Suppression can also be used when a student earns less than the desired grade which negatively impacts their GPA as described below.

Credit Recovery: is defined as a block of instruction that is less than the entirety of the Standard Course of Study (SCoS) for that course. CR delivers a subset of the SCoS or blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. The length of CR courses shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of time. When CR is exercised, the original record of the course being completed and failed will remain on the transcript. The student will be assigned a "P" for "pass" when the CR is completed. The CR will not impact the student's Grade Point Average (GPA).

Grade Suppression: Students that fail a course may repeat the course for credit and take advantage of grade suppression. Unlike Credit Recovery, this option will replace the previous failing grade and will impact the student's GPA. Students that have already earned the credit but received a less-than-desirable grade may also repeat the entire course and take advantage of grade suppression, however, this option may only be used for up to four courses per student. When the course is successfully completed, the new grade shall replace the previous grade and will impact the student's GPA.

Honors Graduates

Gaston County high school seniors are eligible for graduation honors based on their weighted Grade Point Average (GPA). The student with the highest weighted GPA is named valedictorian while the student with the second-highest weighted GPA is named salutatorian. Students must complete a minimum of 32 credits to qualify for valedictorian and salutatorian honors. In the event of an exact numerical tie (calculated to three decimal places), co-valedictorians and/or co-salutatorians are chosen. Students who achieve a weighted GPA at the following levels are designated as honor graduates:

Summa cum laude	Magna cum laude	Cum laude
4.3+	4.0 - 4.299	3.7 - 3.99

Class Rank/High School Grades

Grades

Gaston County high schools grade on a percentage basis as follows:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60

Class Rank

Class Rank/Grade Point Average (GPA) is calculated three times a year - once at the end of each semester and once at the end of summer - using the weighted 4.0 scale below.

Weighted Grade Point Scale

Students Entering High School in 2015/16 and After		
Standard Level Courses	Honors, AP Prep, International Studies Courses	Advanced Placement, Transferable Career & College Promise Courses
A=4	A=4.5	A=5
B=3	B=3.5	B=4
C=2	C=2.5	C=3
D=1	D=1.5	D=2
F=0	F=0	F=0

Courses Requiring Permission and/or Application

Each school has courses that require special skills or are limited in class size by law. If a student wishes to be considered for enrollment in one of these courses, he/she should submit a completed application to the counseling office or to the teacher of the course.

Schedule Changes and Drop Policy

Once students have selected their courses during the Spring registration process, they are expected to pursue those courses in the following school year. While principals and school counselors may consider schedule change requests, factors such as course availability, course enrollment, teaching position allotments, etc. are considered in making these decisions.

For students enrolled in courses through the Gaston College Now program there is a different process for recording dropped or withdrawn courses. All decisions about dropping or withdrawing from courses should be discussed and processed with the school counselor.

Course Cancellation

Gaston County Schools reserves the right to cancel classes due to insufficient enrollment or other extenuating circumstances. This includes courses offered by Gaston College.

Withdrawing and Transferring

A student who needs to transfer to another high school must complete a withdrawal form at the current school. All books or other school materials should be returned prior to withdrawal.

The receiving school will expect the following:

- a completed withdrawal form from the previous school
- TWO (2) proofs of your address to verify residence (power, gas, water, cable, landline telephone, lease or mortgage bill; must be current bill issued within 30 days).

Homeschool Credits

Students who enter a Gaston County high school with home high school credits must submit information as required through the High School Instruction Department. Complete and accurate information must be submitted and approved for credit(s) to be awarded. Home School Checklist- Click here!

High School Credit Earned in Middle School

Middle school students are eligible to earn high school credit toward meeting graduation requirements. Students must pass the course and take the applicable final exam. High school courses taken in middle school count towards graduation credits but not as part of the student's high school grade point average. High school credit courses offered at middle school are World History (7th grade), Spanish I (8th grade), NC Math 1 (8th grade).

Advanced Placement Courses

Gaston County high schools offer a number of Advanced Placement (AP) courses. These courses are designed for students who are ready for the rigors of college-level work and are willing to dedicate significant time outside of class to be academically successful at a high level. AP classes may require summer reading, after-school or weekend labs, and additional review sessions.

Students are encouraged to take the most rigorous courses offered in their schools in preparation for AP courses. College credit may be earned by attaining the required scores on the national AP exams. Students should consult with their chosen college to determine the test grade required to receive credit at that institution. The standards vary across the state and the nation.

For information on Advanced Placement and course content, consult the College Board website, www.collegeboard.org

Exceptional Children

GCS high school programs serve students with varying disabilities and educational needs. Each eligible student has an Individualized Education Program (IEP) team, which in collaboration with the child's parent or guardian, formulates an IEP. The IEP is used to design a program of instruction for each identified student. These programs include but are not limited to: co-teaching in the regular education classroom, direct instruction in small group settings, the Occupational Course of Study, and the Extensions to the Common Core.

Exceptional Children services at the high school level are provided specially designed instruction aligned to the student's IEP by a highly qualified and licensed EC teacher. Services at the high school level may be provided via a co-teaching model, pull-out, or resource model. The co-teaching model would typically be utilized in either an ELA or Math class where both the regular education and the EC teacher are present and work collaboratively to provide specially designed instruction for students based on their IEP. In a pull-out or resource model, students are served in the EC classroom where EC teachers provide explicit, direct instruction based on student needs. Students who require more intensive support can be served through the Occupational Course of Study program or through the Extended Content Standards. These programs lead to differentiated diplomas and certificates. Please remember that EC services and plans are governed by federal and state laws and certain criteria have to be met for services to be delivered.

Courses Taken Outside GCS

Students who transfer from outside Gaston County Schools receive credit for all courses taken in accredited high schools. If a GCS student wishes to participate in a special program that carries high school credit, either during the school year or in the summer, he or she must obtain permission from the High School Instruction Department of Gaston County Schools in advance. Credits earned from an accredited, non-GCS educational institution, outside of the regular school year, will **not** be included in the calculation of the student's GPA.

Online Learning

In addition to the traditional "face-to-face" courses, Gaston County students may also take courses available virtually. Students in online courses complete assignments and all other course requirements via the Internet. Online learning offers courses that may not be available to students at their home school and may be taken during and/or beyond the traditional school day. Gaston County Schools offers online courses via two models, 1) Gaston Online (GO!) and 2) The North Carolina Virtual Public School (NCVPS)

**When courses are available face-to-face at a student's home school, the online version is not an option unless there is a problem with scheduling.*

Gaston Online (GO!)

Gaston Online is an offering of online courses developed and taught by Gaston County School's teachers. This option offers students the advantage of support and assistance from teachers in their local school system. In addition to this, GCS maintains local control over course offerings, registration, and the online management system. Please visit www.tinyurl.com/gastonvirtual for more information

2023 - 2024 Gaston Online Course Offerings include

- African American Studies
- American Indian Studies
- Anatomy & Physiology Honors
- AP Computer Science Principles
- AP Computer Science A
- AP Environmental Science
- AP European History
- Latin I
- Latin II
- Latin American Studies
- Psychology Honors
- SAT/ACT Prep Honors
- Spanish II
- Spanish III Honors

- AP Human Geography
- AP United States Government & Politics
- Creative Writing
- Spanish IV Honors
- AP Spanish Language & Culture
- Success 101

North Carolina Virtual Public School (NCVPS)

NCVPS offers online courses through the North Carolina Department of Public Instruction. NCVPS maintains its own course offerings, registration systems, and online management system. You can learn more at www.ncvps.org

To enroll in an online course, students and their parents must contact their school counselor to complete a screening form that assesses the student's potential for success in an online class and an enrollment signature form. Once the forms are completed (with the appropriate signatures) and returned to the school, the counselor may begin the enrollment process upon approval of the Executive Director of K-12 Instruction.

College Now, a Career and College Promise Program

Overview

College Now, a Career and College Promise Program is an exciting program that offers North Carolina high school students "a clear path to success in college or in a career."

The program is designed to prepare students for life after high school by giving them access to an affordable college education and instilling the knowledge and skills necessary to succeed in a competitive workforce.

Eligible high school students may participate in the College Now program to earn:

- Course credit from Gaston College that transfers to all institutions in the University of North Carolina system and to many of the state's independent colleges and universities;
- A credential, certificate, or diploma from Gaston College in a technical career field; or
- A high school diploma and two years of college credit through the Gaston Early College High School, which is housed on the Gaston College campus.

College Now is available at no cost to all eligible students who maintain a B grade average.

College Now Pathways

College Transfer - Transfer credits toward transfer degrees at 2 or 4-year colleges or universities may be earned.
Career and Technical Education - Credits toward a certificate, diploma, or degree may be earned.
For more information about College Now opportunities at Gaston College visit their website:
https://www.gaston.edu/college-now/

Highlights

- Students must demonstrate college readiness in English, reading, and mathematics to enroll in college transfer courses offered by Gaston College.
- College Now courses are taught in a variety of modalities. They may be taught face-to-face at the student's home school, face-to-face at a Gaston College site, completely online, or a combination of face-to-face and online (hybrid). Gaston College determines the most appropriate instructional model for all College Now courses.
- Students must progress through their selected pathway in a satisfactory manner and maintain a minimum 2.0-grade point average after completing two college courses.

Course Weights/GPA Scale

- Courses **without** a (T) designation are not transferable to a four-year college/university. These courses are on a 4.0 GPA scale.

- Courses with a (T) are transferable. Courses with a (T*) are transferable and designated as a Universal General Education Transfer Component. These courses are weighted on a 5.0 Advanced Placement equivalent GPA scale.
- The NC Dept. of Public Instruction makes all final decisions about course weights.
- A course must be at least 3 college credit hours to receive high school credit and to count in the GPA calculation.

Course Delivery
Gaston College College Now courses are taught in a variety of ways including face-to-face, hybrid, and/or online. Students can enroll in any course that is within their chosen pathway regardless of the location.

In addition, there are special opportunities available for students in Gaston County Schools. If students are interested in taking classes that will transfer to a university or for Career Technical Education pathways at community college, we are offering classes at both the Dallas and the Kimbrell (Belmont) campuses. For morning classes, students report to campus from 8:00 – 8:50 a.m., and afterward, they may go to their home high school. The schedule for on-campus classes is listed below for Fall 2022.

Course descriptions can be found in the Gaston College course catalog, http://catalog.gaston.edu

College Now Offerings-2023-2024 (More Information Coming Soon!)

College Now Courses for the *CaroMont Health Science Academy @ East Gaston High School*

VET 110: Animal Breeds and Husbandry
This course provides a study of the individual breed characteristics and management techniques of the canine, feline, equine, bovine, porcine, ovine, caprine, and laboratory animals. Topics include physiological data, animal health management, and basic care and handling of animals. Upon completion, students should be able to identify breeds of domestic and laboratory animals, list physiological data, and outline basic care, handling, and management techniques.

VET 121: Veterinary Medical Terminology
This course covers the basic medical terminology required for veterinary technicians. Topics include the pronunciation, spelling, and definition of word parts and vocabulary terms unique to the anatomy, clinical pathology, and treatment of animals. Upon completion, students should be able to demonstrate knowledge and understanding of basic medical terms as they relate to veterinary medicine.

VET 122: Vet Zoology
This course introduces basic concepts and principles of biology including cell structure, metabolism, genetics, evolution, and ecology. Topics include anatomy and physiology, phylogeny, and taxonomy of the animal kingdom. Upon completion, students should be able to explain basic life processes and identify evolutionary relationships among members of the animal kingdom.

VET 120: Anatomy and Physiology
This course covers the structure and function of the animal body with emphasis on the similarities and differences among domestic animals. Emphasis is placed on the structure and function of the major physiological systems of domestic, laboratory, and zoo animals. Upon completion, students should be able to identify the relevant anatomical structures and describe basic physiological processes for the major body systems.

HEA 110: Personal Health/Wellness
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

HEA 112: First Aid and CPR
This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first-aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained.

PED 110: Fit & Well for Life
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

PED 117: Weight Training I
This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

PED 121: Walk, Jog, Run
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities.

HFS 110: Exercise Science
This course is a survey of scientific principles, methodologies, and research as applied to exercise and physical adaptations to exercise. Topics include the basic elements of kinesiology, biomechanics, and motor learning. Upon completion, students should be able to identify and describe physiological responses and adaptations to exercise.

HFS 116: Prevention & Care of Exercise Injuries
This course provides information about the care and prevention of exercise injuries. Topics include proper procedures, prevention techniques, and on-site care of injuries. Upon completion, students should be able to demonstrate the knowledge and skills necessary to prevent and care for exercise-related injuries.

BIO 112: General Biology II
This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

BIO 161: Intro to Human Biology
This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology.

BIO 155: Nutrition
This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food as well as nutrient requirements of the various life stages. Upon completion, students should be able to identify the functions and sources of nutrients, the mechanisms of digestion, and the nutritional requirements of all age groups.

MED 110: Orientation to Medical Assisting
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

MED 121: Medical Terminology I
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122: Medical Terminology II
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 140: Exam Room Procedures I
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKGs, vital signs, and medical emergencies. Upon completion, students should be able to perform competency-based course topics. Students will demonstrate math competencies in algebraic computations necessary to successfully calculate drug dosages and determine equivalent doses among the household, apothecary, and metric systems.

MED 150: Laboratory Procedures I
This course is designed to provide instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collection, and processing of specimens, performing selective tests, phlebotomy, screening, and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics. Students will demonstrate proficiency in the use of medical office laboratory equipment necessary to perform basic laboratory tests and EKGs.

OST 130: Comprehensive Keyboarding
This course is designed to develop keyboarding skills and introductory document formatting. Emphasis is placed on keyboarding techniques and formatting basic business documents. Upon completion, students should be able to create documents in an ever-changing workplace and students should be keying at a range of 34-38 WPM.

NAS 101: Nurse Aide I
This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health, and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

NAS 102: Nurse Aide II

This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique, and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry.

PHM 110: Intro to Pharmacy

This course introduces pharmacy practice and the technician's role in a variety of pharmacy settings. Topics include medical terminology and abbreviations, drug delivery systems, law and ethics, prescription and medication orders, and the health care system. Upon completion, students should be able to explain the role of pharmacy technicians, read and interpret drug orders, describe quality assurance, and utilize pharmacy references.

PHM 111: Pharmacy Practice I

This course provides instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under the supervision of a registered pharmacist. Topics include drug packaging and labeling, out-patient dispensing, hospital dispensing procedures, controlled substance procedures, inventory control, and non-sterile compounding. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings.

PHM 120: Pharmacology I

This course introduces the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include nutritional products, blood modifiers, hormones, diuretics, cardiovascular agents, respiratory drugs, and gastrointestinal agents. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

PHM 125: Pharmacology II

This course provides a continuation of the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include autonomic and central nervous system agents, anti-inflammatory agents, and anti-infective drugs. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

PHM 115: Pharmacy Calculation

This course provides an introduction to the metric, avoirdupois, and apothecary systems of measurement and the calculations used in pharmacy practice. Topics include ratio and proportion, dosage determinations, percentage preparations, reducing and enlarging formulas, dilution and concentration, aliquots, specific gravity and density, and flow rates. Upon completion, students should be able to correctly perform the calculations required to properly prepare a medication order.

PHM 115A: Pharmacy Calculations Lab

This course provides an opportunity to practice and perform calculations encountered in pharmacy practice. Emphasis is placed on ratio and proportion, dosage calculations, percentage, reduction/enlargement formulas, aliquots, flow rates, and specific gravity/density. Upon completion, students should be able to perform the calculations required to properly prepare a medication order.

University of NC System Schools

To enroll in any of the 16 universities within the University of North Carolina (UNC) system, undergraduate students must meet the minimum requirements outlined in the charts on pages 3-4 from the Future Ready core.

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

UNC Minimum Admission Requirements

All applicants for first-time admission as freshmen must meet minimum high school grade point average (GPA) OR Scholastic Assessment Test (SAT) or American College Test (ACT) scores.

- The minimum SAT score is 1010 and the minimum ACT composite score is 19.
- The minimum high school cumulative weighted GPA is 2.5

UNC Minimum Course Requirements for Undergraduate Admission

Students applying to a UNC school must complete the following high school courses:

Language

Six-course units in Language, including English I, II, III, IV, and two units in a language other than English

Mathematics

Four course units in Mathematics:
NC Math 1, NC Math 2, and NC Math 3, and a 4th Math course beyond NC Math 3.
It is recommended that prospective students take a mathematics course in the 12th grade. (The fourth unit of math affects applicants to all institutions except N.C. School of the Arts.)
The following math courses with NC Math 3 as a prerequisite meet the UNC minimum course requirements: AP Calculus, AP Statistics, Pre-Calculus, Discrete Mathematics for Computer Science, and NC Math 4.

Science

Three-course units in Science, including at least one unit in a life or biological science (Biology); at least one unit in physical science (Physical Science, Chemistry or Physics); and at least one laboratory course.

Social Studies

Two-course units in Social Studies, including one unit in U.S. History.

College Foundation of North Carolina

The College Foundation of North Carolina (CFNC) is a non-profit corporation that offers help to students and parents during the college planning process. CFNC promotes access to North Carolina higher education and assists students with education

planning, career planning, and applying and paying for college. CFNC hosts a free college application week typically during the 3rd week of October. For more information, please visit the College Foundation website at www.cfnc.org

Scholarship Information

Scholarship information is available to students and parents on our two scholarship websites. The starting point for all scholarships is www.GastonCountyScholarships.com. The main scholarship page is a table that provides the opportunity to sort the hundreds of available scholarships by the deadline, scholarship type, name of the scholarship, and by high school (Customized Sort). The downloads page provides the opportunity to download scholarship applications. If you have any questions about scholarships, please contact your school counselor.

High School Testing

Required Testing:

End-of-Course Tests (EOC)

These tests are required by the state in specified courses. The end-of-course test counts 20% of the student's final grade in the course. Students must take the EOC in order to receive credit for the course.

Career & Technical Education Proof of Learning (POL)

The Career and Technical Education program mandates all students enrolled complete a Proof of Learning (POL). The POL counts 20% of the student's final grade in the course.

Pre-ACT (College Readiness Test)

The Pre-ACT is a multiple-choice test that evaluates a student's college readiness skills in four subject areas: English, mathematics, reading, and science. Students who earn a satisfactory score on the Pre-ACT possess the skills necessary to succeed in college and/or workforce training programs. B The Pre-ACT prepares students to take the ACT as juniors.

ACT

The ACT or American College Test is a standardized test that measures high school achievement and is used in the college admissions process. This multiple-choice test consists of five subject areas: English, mathematics, reading, science, and writing. The ACT is used to assess a student's general educational development and ability to complete college-level work. the state requires all eleventh-grade students to take the ACT.

WorkKeys Test

WorkKeys is a job skills assessment system designed by the American College Testing (ACT) Program that helps employers select, hire, train, develop, and retain a high-performance workforce. Seniors who complete a four-course CTE career cluster sequence that includes a second-level Career and Technical Education course participate in the WorkKeys assessment. Eligible students may earn a National Career Readiness Certificate.

ACCESS for MLs

North Carolina mandates that all students who are identified as English Learners have their English proficiency assessed each year until they meet exit criteria. This assessment is administered in the Spring, usually in February.

Recommended:

PSAT

The PSAT, a preliminary test for the Scholastic Assessment Test (SAT), offers students valuable testing experience and specific feedback on test results. The test is available at no cost (one time only) to students who have completed or are enrolled in Math 2. In order to qualify for National Merit Scholarship or National Achievement, the student must take the test during the

junior year. Students are encouraged to take the PSAT in the ninth or tenth grades, study their results, and retake the test in their junior year.

SAT

The SAT or Scholastic Assessment Test is a test often used in the college admissions process. Students should check with the college or university to determine if the test is required.. Information about the SAT is available online at www.collegeboard.org.

Advanced Placement Tests (AP)

AP tests, which are administered in May, are required for students who desire to earn college credit as a result of taking Advanced Placement courses. Substantial college credit may be earned by attaining a score of 3 or higher. Students should consult college or university policies for specific information about how credit is awarded. In addition, students may earn recognition from the College Board for outstanding achievement on multiple tests with an AP Scholar Award, AP Scholar with Honor Award, or AP Scholar with Distinction Award.

Testing for Exceptional Children

If specified on the Individualized Education Plan (IEP), students are eligible to receive state-approved accommodations or alternate assessments.

Athletics/Drivers Education

Athletics

Interscholastic athletics is an integral part of the total education process and thus plays a major role in the philosophy of Gaston County Schools. Athletics provide an opportunity for students to excel outside the classroom.

Gaston County Schools adheres to the rules and regulations of the North Carolina High School Athletic Association (NCHSAA) supplemented by state and county policies which create an environment that promotes sportsmanship and strong educational priorities.

Scholastic Requirements

A student must be enrolled in a minimum of three courses during the current semester and be in good academic standing to participate in athletics. The student must pass a minimum academic load during the preceding semester to be eligible at any time during the current semester. Students also must meet local promotion standards set by the local school system to be eligible. A student entering the ninth grade is eligible for first-semester competition on high school athletic teams.

Attendance Rule

An athlete must have attended school at least 85 percent of the previous semester to be eligible to participate in athletics.

Medical Examination

To be eligible for practice and participation in interscholastic athletic contests, a player must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner, or physician's assistant.

Age of Player

No student may be approved for any athletic contest if his/her 19th birthday comes on or before August 31 of that year.

Insurance

Additional insurance coverage is provided for all athletes in a sports policy under the "All Sports" Insurance plan purchased by Gaston County Schools. This sports policy is not meant to pay 100% of the bill but is designed to assist the parent with expenses incurred.

Driver Education

The Gaston County School System has contracted North Carolina Driving School Inc. to provide Driver Education. Students must be at least 14 ½ years old, and enrolled in a public, private, or homeschool. It is very important for students to sign up shortly after they reach 14 ½ years of age. We use the first-come, first-served method of selecting the student applicants to participate in the classroom and behind-the-wheel instruction. After classwork completion, students will be selected by class first and then by age, with the oldest student in each class selected first to drive. Please take advantage of this opportunity to attend driver education classes as early as possible. Each student needs as much driving practice as possible after he or she receives a learner's permit. Gaston County Schools has contracted North Carolina Driving School to provide services to the system, parents are encouraged to begin and complete all lessons with North Carolina Driving School.

The Driver Education course consists of 30 classroom hours, as well as 6 hours of behind-the-wheel instruction. Classes will be scheduled immediately after the regular school day, for three hours each day for 11 regular school days. Additional classes will be offered during the summer. Saturday and summer classes are held from 7:45 a.m. until 2:30 p.m. for 5 sessions with no make-up time allowed. The behind-the-wheel instruction will be scheduled between 3:00 p.m. until 9:00 p.m. on school days and between 7 a.m. and 7 p.m. on Saturdays and during the summer.

THERE IS A $25.00 FEE FOR THE COURSE WHICH STUDENTS SHOULD BRING WITH THEM ON THE FIRST DAY OF CLASS. PAYMENT CAN BE MADE BY CASH OR BY CHECK MADE PAYABLE TO GASTON COUNTY SCHOOLS.

For more information and registration contact North Carolina Driving School: 704-922-1960 or 828-496-7693.

Gaston County Schools Choice Options

Students may apply for the school choice options listed below. For the 2022-2023 school year, the application window will open on January 22, 2022, and will be available on the Gaston County Schools website. Completed applications must be submitted by March 18, 2022. Students may apply for multiple choice options. Families can find the applications as well as more information online at https://www.gaston.k12.nc.us/schoolchoice

• Career Academy at Hunter Huss High School • CaroMont Health Sciences Academy at East Gaston High School • Collegiate Prep Academy at Forestview High School • Gaston Early College High School • Gaston Early College of Medical Sciences	• Highland School of Technology • iAccelerate Academy at Ashbrook High School • Leadership Academy at North Gaston High School • Public Service Academy at Cherryville High School • Technology and Industrial Engineering Academy at Bessemer City High School • Gaston Virtual Academy

Gaston Early College

School Website - Click Here!

Gaston Early College High School (GECHS) is an exciting innovative high school located on the Gaston College campus in Dallas, N.C. GECHS is operated by Gaston County Schools and Gaston College through a joint partnership.

This exclusive, non-traditional high school offers Gaston County students a unique opportunity to receive a high school diploma from Gaston County Schools while earning an Associate of Arts, Science, or Engineering degree from the community college.

Gaston Early College High School boasts state-of-the-art technology and rigorous academics. The school opened in August 2012 and allows high school students to take college courses at no additional cost. After graduation, students may transfer to a four-year college or university.

Benefits

- Small school setting of no more than 270 students
- Continuous support for academic success Associate of Arts, Science or Engineering degree
- Free, transferable college credit while attending high school
- Programs and courses that boost academic achievement
- Graduate with a high school diploma and a two-year college transfer degree
- Classroom instruction by exceptionally qualified high school teachers and college instructors

Goals

- Provide exceptional educational opportunities for students who seek a challenge above and beyond the traditional high school curriculum.
- Foster a "college-going" culture and encourage students to complete the Associate of Arts, Science, or Engineering degree program.
- Offer a college experience for first-generation college students who may not have the financial means to attend.

Impressive Opportunities

- Offers accelerated studies with a more challenging curriculum.
- Expands and enriches student knowledge and prepares students for four-year college classrooms.
- Provides students a chance to learn about college life while still in high school.
- Features collaboration with post-secondary institutions that develops a seamless education experience.
- Gives students internships, job shadowing, community service experiences, and opportunities to network with business leaders.
- Opens doors for college scholarships.

Course Offerings

Students take accelerated high school and college-level courses in English, math, science, social studies, digital communications, humanities, world language, business, sociology, psychology, health/physical education, and music/art. Elective courses also are available.

Selection Process

Selection for Gaston Early College High School is conducted through an application and lottery process. Students who are current eighth graders may apply to attend Early College High School. Students should contact their middle school counselor for an application and more information.

Highland School of Technology

School Website - Click Here!

A full-day comprehensive high school, Highland School of Technology (HST) is Gaston County Schools' first "school of choice." Designed around an Academy Pathway, it features rigorous academic and technical curricula for students in grades 9-12.

HST prepares students for entrance into quality four-year universities and two-year community college degree or certificate programs and/or entry into high-demand career pathways in the workplace.

Highland is the first 9-12 high school in the state to receive the School of Excellence status and was recognized as a model school by the International Center for Leadership in Education.

As a school of choice, students and their families interested in benefiting from HST's unique curricula and real-world experiences need to complete application materials, participate in the lottery process and meet the Board of Education's established entrance criteria.

Information about the lottery process is available in January each year. The website is https://www.gaston.k12.nc.us/schoolchoice. The lottery is held when students are in the eighth grade. A waiting list is established from the lottery. Students must be Gaston County residents to apply and attend Highland.

Curricula Offerings

HST offers all students rigorous and relevant core academic curricula in mathematics, English, science, social studies, world language, fine arts, and related elective classes. Honors and Advanced Placement(AP) courses are offered to qualifying students. The three specialized technical academy pathways and the career pathways available at HST are listed below. Curricula offerings are enhanced by the use of video, integration of course topics, and distance learning capabilities.

Character education and ethics for the workplace are recognized as of critical importance and are infused into the curricula. The HST curricula also offer students abundant opportunities for experiential (hands-on) learning in focused student internships, focused career mentoring with professionals from the private sector, youth apprenticeships, and opportunities for service learning.

Graduation Requirements

Graduation requirements for HST are 28 units - the same number of credit units as for other North Carolina and Gaston County high schools. However, the Board of Education requires students to complete four units of math while at HST.

Required Career and Technical Education Course Sequences for Graduation

BUSINESS, LEGAL AND INFORMATION SCIENCES ACADEMY:

- **Computer Engineering Pathway**
    - Adobe Visual Design I and II, CompTIA IT Fundamentals, Python Programming I and II, Cisco Network Engineering Technology I and II, Advanced Studies
- **Business and Legal Studies Pathway**
    - Accounting I, Adobe Visual Design I and II, Business Essentials, Financial Planning I and II, Business and Personal Law, Advanced Studies

MANUFACTURING/ENGINEERING AND GRAPHICS TECHNOLOGY ACADEMY:

- **Graphics Pathway**
    - Adobe Visual Design I and II, Adobe Video Design, Adobe Digital Design; Digital Design and Animation I, Game Art and Design, Advanced Studies
- **Manufacturing & Engineering Pathway**
    - Adobe Visual Design I and II, Engineering Technology I, II, III, IV; Drafting I; Advanced Studies

HEALTH SCIENCES ACADEMY:

- **Dental Science Pathway**
    - Adobe Visual Design I and II, Dental Science I, II, III, IV, V and VI
- **Allied Health Science Pathway & Medical Science Pathway**
    - Adobe Visual Design I and II, Health Team Relations; Biomedical Technology; Health Science I and II
- **Allied Health Science Pathway**
    - Nursing Fundamentals (Double Block)
- **Medical Science Pathway**
    - Business Essentials, Health Sciences Advanced Studies (Internship)

Gaston Early College of Medical Sciences

School Website - Click Here!

Gaston Early College of Medical Sciences (GECMS) is a small, healthcare-focused high school located on the Gaston College campus in Dallas, NC. Students attending GECMS should have an interest in medicine or similar fields such as nursing, biology, research, animal science, social work, counseling, or community health. GECMS offers three healthcare programs: nursing, biotechnology, and human services. Students select the program that best aligns with their career goals and interests. Students begin taking college classes in the 9th grade and have the opportunity to earn an associate degree or college diploma upon high school graduation. College credits completed while enrolled in the school are tuition-free and are transferable to four-year universities.

Nursing Program: This four-year program is designed for students who are interested in becoming registered nurses, nurse practitioners, or other healthcare clinicians. Students enrolled in this program work toward completing the coursework required for an Associate in General Education in Nursing. General education courses include English, literature, fine arts, philosophy, math, and social science. However, to better prepare students for rigorous nursing programs and/or advanced clinical training, they are expected to complete five lab science courses in anatomy and physiology, microbiology, nutrition, and general chemistry. Students enrolled in this program are also given the opportunity to earn their Nurse Aide 1 certification, a requirement for nursing school.

Biotechnology Program: This four-year program is designed for students who are interested in becoming scientists, biomedical engineers, researchers, medical doctors, physician's assistants, veterinarians, etc. Students have the opportunity to earn an Associate of Applied Science (AAS) in Biotechnology or a Biotechnology Diploma. The AAS in Biotechnology requires 11 general education college courses in English, philosophy, math, and social science, as well as 9 additional laboratory science courses in anatomy and physiology, microbiology, genetics, general chemistry, and biotechnology. The Biotechnology Diploma is a "scaled-back" version of the associate degree requiring 6 general education courses and 7 laboratory science classes. Students selecting this pathway should have above-average math and reading skills.

Human Services Program: This program is designed for students considering a career in social work, counseling, community health, or other similar fields. Students entering this program have the option to earn the Human Services Diploma or plan to attend GECMS in the 5th year to complete the additional coursework and work-based learning activities required for the Associate of Applied Science in Human Services. The majority of courses required to complete this program are program-specific, unlike the general education courses in both Nursing and Biotechnology.

Selection Process

GECMS is a school of choice. Students interested in attending must be enrolled in the 8th grade and submit an application during the School Choice window each year. The GECMS Selection Committee will conduct a holistic review of each applicant, evaluating them for their academic potential and developmental readiness to enroll next school year. Students meeting the eligibility requirements will enter the lottery. Priority will be given to students who will be the first in their families to attend college. Students must successfully complete 8th grade to be approved for enrollment and transfer to GECMS.

High School Course Descriptions

Content Areas			
English	Math	Science	Social Studies
Health/PE	Visual Arts	Theater Arts	Band
Chorus	Dance	Broadcasting	JROTC
World Language			
CTE Program			
Accounting	Adobe Academy	Advanced Manufacturing	Apparel and Textile Production
Automotive Services	Biomedical Technology	Carpentry	CISCO Network Engineering
Computer Engineering	Culinary Arts Application	Dental Science	Digital Design and Animation
Drafting Architectural	Drafting Engineering	Early Childhood Development and Services	Electrical Trades
Emergency Medical Technology	Engineering Technology	Entrepreneurship	Financial Planning
Firefighter Technology	Food and Nutrition	Game Art Design	General Management
Healthcare Professional	HVAC/R	Interior Design	Marketing Management
Masonry	Network Security	PLTW Engineering	Project Management
Public Safety	Python Programming	Sales	Sport and Event Marketing
Travel and Tourism	Welding	Computer Science I	Computer Science II

School Code Listing

Ashbrook – **A**

Bessemer City – **BC**

Cherryville – **C**

East Gaston – **EG**

Forestview – **F**

Gaston Virtual Academy - **GVA**

Gaston Early College – **GEC**

Gaston Early College of Medical Sciences - **ECMS**

Highland – **HST**

Hunter Huss – **HH**

North Gaston – **NG**

Stuart W. Cramer – **SC**

South Point – **SP**

Warlick Academy – **W**

Gaston Online - **GO!**

GCS English Course Descriptions

The high school English/Language Arts program is based on goals that bring together oral language, written language, and the use of media and technology. Students are required to complete four semesters in a sequence of study: English 9, 10, 11, and 12. To become ready for college and career, high school students learn to evaluate intricate arguments and surmount the challenges posed by complex written materials independently and confidently. Through the wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students expand their literary and cultural knowledge and better understand references and images. They also develop the flexibility, concentration, and fluency to produce high-quality, first drafts of writing under tight deadlines, with the opportunity to revisit and make improvements to a piece of writing over multiple drafts. By writing and participating in a variety of conversations, they assert and defend claims and show what they know about a subject using appropriate examples and evidence while applying the standards of written and spoken English grammar.

Success 101

Offered: C, F, GVA, HH, NG, W

PREREQUISITE(s): Placement

This course focuses on providing high school students with the skills necessary to be successful during their secondary education and post-secondary endeavors. Emphasis is placed on the acquisition of study skills, time management skills, foundational reading and writing skills, goal setting, and overall teen wellness.

College Readiness Skills Honors

Offered: F, HH

This course focuses on providing high school students with the skills necessary to be successful in honors and AP level courses both in high school and preparing for post-secondary education. Emphasis is placed on the acquisition of study skills relevant to Honors & AP courses, time management, advanced note-taking, advanced reading and writing skills, goal setting, and overall college preparation.

Foundations of English 9

Offered: A, BC, F, HH, NG, SP, SC, W

PREREQUISITE(s): Placement

Foundations of English 9 provides students an opportunity to further develop the literacy skills necessary for approaching the increasingly complex texts of high school, using targeted studies of phonemic awareness, phonics, fluency, vocabulary, and comprehension. This course is designed to prepare students to advance successfully into the English 9 course. Successful completion of this course requires a passing score in the class and on a comprehensive final exam. *This course provides one unit of elective credit.*

English 9

Offered: A, BC, C, EG, F, GVA, ECMS, HST, HH, NG, SP, SC, W

This course stresses expressive communication that involves exploring and sharing personal experiences and insights. The study of literature at this introductory level provides a foundation for literary analysis. Students develop an understanding of literary concepts, elements, genres, and terms.

English 9 Honors 

Offered: A, BC, C, EG, F, GVA, ECMS, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Recommend 7th/8th grade Reading EOG Level IV or V, a final grade of 80 or higher in 7th/8th grade ELA course; student interest and self-motivation

This course stresses expressive communication that involves exploring and sharing personal experiences and insights. The study of literature at this introductory level provides a foundation for literary analysis. Students develop an understanding of literary concepts, elements, genres, and terms.

English 9 College Prep 

Offered: A, BC, EG, F, GEC, HST, HH, NG, SP, SC

PREREQUISITE(s): Recommended 7th/8th grade Reading EOG Level V, a final grade of 90 or higher in 7th/8th grade ELA course; student interest and self-motivation

English 9 College Prep is the first course in a sequential program for students who have excelled in eighth grade English/Language Arts and who eventually wish to select Advanced Placement and/or College Now English in their junior or senior year. Students may be expected to complete readings and assignments prior to beginning the course.

Foundations of English 10

Offered: A, BC, C, F, HH, NG, W

PREREQUISITE(s): Placement

Foundations of English 10 provides students with a survey of preparatory topics for high school sophomore English. This course is designed to prepare students to advance successfully into the English 10 course. Successful completion of this course requires a passing score in the class and on a comprehensive final exam. *This course provides one unit of elective credit.*

English 10

Offered: A, BC, C, EG, F, GVA, ECMS, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Completion of English 9

This course stresses informational/explanatory communication, which involves giving information to explain ideas to others. Students study classical and contemporary world literature with an emphasis on the writing process.

English 10 Honors

Offered: A, BC, C, EG, F, GVA, ECMS, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Recommended final grade of 80 or higher in English 9 Honors or 90 or higher in English 9; student interest and self-motivation

This course stresses informational/explanatory communication, which involves giving information to explain ideas to others. Students study classical and contemporary world literature with an emphasis on the writing process.

English 10 College Prep

Offered: A, BC, C, EG, F, GEC, HST, HH, NG, SP, SC

PREREQUISITE(s): Recommended final grade of 80 or higher in English 9 College Prep or 90 or higher in

English 9 Honors; student interest and self-motivation

English 10 College Prep is the second course in a sequential program for students who have excelled in English 9 and who eventually wish to select Advanced Placement and/or College Now English in their junior or senior year. Students focus on critical thinking, analytical reading, and expository writing beyond English 10 Honors. Extensive reading, combined with group and independent research, necessitates serious commitment from each student that may include required readings and assignments to be completed prior to beginning the course.

Research & Composition Honors

Offered: EG, F

PREREQUISITE(s): Successful completion of English 9

This course will build upon the writing and analysis skills begun in English 9 in order to prepare students for success in future college-level courses across the curriculum by exploring such topics as multiple literacies, rhetorical analysis, advanced research techniques, and presentation competencies. Improving students' abilities to collaborate with diverse groups and to write effectively about complex topics are both goals of this course; therefore, students should expect to work collaboratively and write often.

English 11

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Completion of English 10

This course stresses critical communication, which will involve interpreting, proposing, evaluating, and judging subjects and literary works. Students study U.S. literature, including how it reflects the culture and history of our nation as well as themes, ideas, and movements.

English 11 Honors

Offered: A, BC, C, EG, F, GVA, ECMS, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Recommended English 10 EOC Level IV or V; Recommended final grade of 80 or higher in English 10 Honors or 90 or higher in English 10; student interest and self-motivation

This course stresses critical communication, which involves interpreting, proposing, evaluating and judging subjects and literary works. Students study U.S. literature, including how it reflects the culture and history of our nation as well as themes, ideas, and movements.

Advanced Placement English Language and Composition

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC

PREREQUISITE(s): Recommended English 10 EOC Level V; final grade of 90 or higher in English 10 Honors; student interest and substantial self-motivation; ability to read college-level texts independently

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. *The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.*

Specifics are available on the College Board website – www.apcentral.collegeboard.com.

CCRG-Enhanced English 12

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W *(for eligible students)*

PREREQUISITE(s): Completion of English 11 and placement in accordance with legislation (S.L. 2015-241, Section 10.13 amended by S.L. 2016-94 and S.L. 2018-5).

The CCRG-Enhanced English 12 course integrates the North Carolina English Language Arts NC Standard Course of Study (NCSCoS) for Grades 11-12 and Career and College Ready Graduates learning outcomes (CCRG-LOs). The purpose of the CCRG-Enhanced English 12 course is to promote remediation-free placement into the NC Community College System (NCCCS). Students will review career and college-ready English concepts necessary for reading and writing proficiency as well as complete a variety of reading, analysis, writing, research, and presentation activities to bolster college and career readiness. By integrating the ELA Standards for Grades 11-12 with CCRG learning outcomes, students will read complex literary and informational texts; write a variety of texts for different purposes, audiences, and tasks; and demonstrate command of Grade 12 language, speaking, and listening skills. *This course counts as one of four English credits required for graduation.*

English 12

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Completion of English 11

This course stresses argumentative communication that involves defining issues and proposing reasonable resolutions. Students study British literature, including how the literature of Great Britain has influenced the literature of the United States.

English 12 Honors

Offered: A, BC, C, EG, F, GVA, ECMS, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Recommended final grade of 80 or higher in English 11 Honors, or 90 or higher in English 11; student interest and self-motivation

This course stresses argumentative communication that involves defining issues and proposing reasonable resolutions. Students study British literature, including how the literature of Great Britain has influenced the literature of the United States.

Advanced Placement English Literature and Composition

Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC

PREREQUISITE(s): Recommended final grade of 80 or higher in AP English Language and Composition or 90 or higher in English 11 Honors; student interest and substantial self-motivation; ability to read college-level texts independently

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. *The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.*

Specifics are available on the College Board website – www.apcentral.collegeboard.com.

AP Research

Offered: Collegiate Prep Academy @ Forestview High School

PREREQUISITE(s): Successful completion of AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of the product where applicable) and a presentation with an oral defense. Specifics are available on the College Board website – www.apcentral.collegeboard.com.

Literature by Women (Standard or Honors)

Offered: HH

This course focuses on women's literature from the Middle Ages to modern times from various cultures. Selections highlight the progress of women throughout society and culture, issues that concerned women in different time periods (and how they are the same or different from women now), and perceptions of women in various cultures. The course involves reading, writing, projects, discussions, and historical and literary analysis.

**Schools listed may offer only standard, only honors, or both levels of this course*

Film and Literature

Offered: BC, C, F, HST, W

This course explores the complex relationship between film and literature. Selected novels, short stories, and plays are studied in relation to film versions of the same works to gain an understanding of the possibilities and problems involved in the transposition to film. Students will examine the plot, setting, characterization, narration, theme, performance, and dramatic structure and learn the terminology of film analysis. The course requires extensive reading and writing in addition to viewing films and participating in discussions.

Mythology (Standard or Honors)

Offered: BC, EG, GVA, HH, HST, SC

Students will explore myths from around the world, along with the cultures that created them, with a focus on Greco-Roman, Egyptian and Norse mythology. In addition to mythical stories and creatures, the course will include work related to how mythology has impacted the English language and literary tradition, including a study of Greek morphology and current literary allusions. Students will study archetypes and patterns, compare myths across cultures, analyze interpretations, and be provided opportunities to investigate additional myths from around the world. This course was originally designed to provide students with the knowledge and context needed to interpret classical allusions in literature, poetry, and modern-day publications; therefore, opportunities for the application of this skill will be incorporated throughout the course.

**Schools listed may offer only standard, only honors, or both levels of this course*

Sports Literature

Offered: BC, SC, W

This is a literature-based course designed to enhance reading, writing, and public speaking skills. Students will read various sports-based texts: realistic fiction, non-fiction, biographies/autobiographies, poetry selections, and journal, magazine, and newspaper articles. Themes to be examined in the literature include teamwork, sportsmanship, leadership, work ethic, health and fitness, and the pursuit of excellence.

English Second Language Immersion Class – I

Offered: A, F, HH, NG, SP

PREREQUISITE(s): Score of 1,2 or 3 on the Language Proficiency Test

This course is offered if there are enough students who are identified as level 1, 2 or 3 on the language proficiency test whose first language is not English. The goal is to help the student develop the ability to understand and use both the spoken and written forms of English.

English Second Language Immersion Class – II

Offered: A, F, HH, NG

PREREQUISITE(s): Score of 3 or 4 on the Language Proficiency Test

This course is a continuation of ESL Immersion I for students who are Limited English Proficient. The goal is to continue to assist students in learning an academic language using the four domains of language development.

Educational Media/Library Science –I, II, III, IV

Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC

PREREQUISITE(s): Application required and approval by Media Specialists.

Media assistants are taught media skills through practical application, worksheets, testing, and independent study of audiovisual materials pertaining to the subject. They offer their services to students and faculty by manning all stations and performing duties necessary for the operation of the facilities as a study and resource center. At the beginning of the semester, students in Educational Media have a period of orientation in the media center to acquaint them with the center, the materials, equipment, and procedures.

Academic Support

Offered: A, BC, C, EG, GVA, F, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Placement through Individualized Education Plan (IEP)

Academic Support is designed to meet the needs of exceptional education students. The EC teacher assists and supports the student with classwork, homework, tests, study skills, organizational skills, and projects. Also addressed are the IEP goals and objectives for each individual student. This course is beneficial to the exceptional student who is mainstreamed into required classes.

Public Speaking

Offered: A, BC, F, GEC, HH, HST, NG, SC, W

This course provides instruction and experience in the preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussions with appropriate audiovisual support. The course will follow the Speaking & Listening standards from the NC ELA Standard Course of Study and explore each strand (Comprehension & Collaboration, Presentation of Knowledge and Ideas) while refining each writer's craft and tone.

ACT/SAT Review (Standard or Honors)

Offered: A, BC, C, F, GVA, GEC, HST, HH, NG, SC and GO!

PREREQUISITE(s): Math I, Math II, and Math III (Math III may be taken concurrently)

This course is designed to help college-bound students learn effective skills in test-taking, reading, math thinking, logic, and studying. It also includes reading comprehension, skill-building, test anxiety reduction, vocabulary enrichment, and practice test-taking.

**Schools listed may offer only standard, only honors, or both levels of this course*

Creative Writing I

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W, and GO!

PREREQUISITE(s): Recommended 80 or above in previous English courses

Students who love to write will be excited about the format of this course which focuses on a variety of genres: poetry, short fiction, playwriting, and scriptwriting for radio and television. Opportunities to submit manuscripts for competition and publication are available throughout the year. Students also learn the dynamics of producing a literary magazine. Students may earn one honor credit in the junior year and one honors credit in the senior year in Creative Writing with two honors credits maximum in this area in grades 9-12.

Creative Writing II

Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Creative Writing I and recommended 80 or above in previous English courses

Students who love to write will be excited about the format of this course which focuses on a variety of genres: poetry, short fiction, playwriting and scriptwriting for radio and television. Opportunities to submit manuscripts for competition and publication are available throughout the year. Students also learn the dynamics of producing a literary magazine. Students may earn one honor credit in the junior year and one honors credit in the senior year in Creative Writing with two honors credits maximum in this area in grades 9-12.

Creative Writing III & IV (Standard or Honors)

Offered: A, C, EG, F, HH, HST, NG, W

PREREQUISITE(s): Creative Writing I, II (III) and recommended 80 or above in previous English courses

Students who love to write will be excited about the format of this course which focuses on a variety of genres: poetry, short fiction, playwriting and scriptwriting for radio and television. Opportunities to submit manuscripts for competition and publication are available throughout the year. Students also learn the dynamics of producing a literary magazine. Students may earn one honor credit in the junior year and one honors credit in the senior year in Creative Writing with two honors credits maximum in this area in grades 9-12.

**Schools listed may offer only standard, only honors, or both levels of this course*

Introduction to Publication

Offered: GEC, HH, NG

This class introduces students to all realms of journalistic-style writing from simple sentences and basic lead writing to in-depth features. Students learn proper note-taking and interviewing skills and are required to use these and their writing skills in an array of projects including newspaper, yearbook, and magazine spreads. Students also are exposed to the laws, ethics, and principles that govern the journalism profession and are required to read the

community newspaper on a weekly basis as a means of staying well-informed of local, state, and international news. This course is intended to be an introduction to journalism for students interested in working on the school's newspaper and/or yearbook.

Newspaper I, II, III, IV – A & B (grades 9-12)
Offered: NG
PREREQUISITE(s): Application and/or instructor approval
This is a hands-on course in which students are responsible for the production of the school publication. Students taking this course should have journalistic writing skills and some working knowledge of PageMaker. Students must be extremely responsible, self-motivated, and able to meet deadlines as each will be given specific staff positions and duties. The primary objective of this course is to maintain the newspaper's level of excellence and to instill a sense of pride in producing a top-notch publication. At some schools, this may be a two-semester course earning one unit per semester.

Newspaper III, IV Honors (grades 11 & 12)
Offered: NG
PREREQUISITE(s): Minimum of one Newspaper course and instructor approval
This junior or senior level course requires newspaper students to work 12 or more after-school hours on their school publication. Participation in either a local, regional, or state workshop or serving as an officer in a national, state, or regional approved association is a requirement for this honors-level course. In addition, students are expected to work independently and complete advanced assignments at a high level of quality. Students may earn one honor credit in the junior year and one honor credit in the senior year in Newspaper with two honors credits maximum in this area in grades 9-12.

Yearbook I, II, III, IV – A & B (grades 9-12)
Offered: All High Schools
PREREQUISITE(s): Application and/or instructor approval
Designing layouts, writing copy, taking pictures, meeting deadlines, but most of all, portraying your school life is all part of preparing a yearbook. Experience and/or talent in areas of creative writing, artistic expression, photography, and a willingness to work are essential in making a good staff member. At some schools, this may be a two-semester course earning one unit per semester.

Yearbook III, IV Honors (grades 11-12)
Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC
PREREQUISITE(s): Minimum of one Yearbook course and instructor approval
This junior or senior level course requires yearbook students to work 12 or more after-school hours on the school publication. Participation in either a local, regional, or state workshop or serving as an officer in a national, state, or regional-approved association is a requirement for this honors-level course. In addition, students are expected to work independently and complete advanced assignments at a high level of quality. Students may earn one honors credit in the junior year and one honors credit in the senior year in Yearbook with two honors credits maximum in this area in grades 9-12.

College Prep Writing Honors

Offered: F, HH, NG

PREREQUISITE(s): Successful completion of English 10; recommended 75 or above in previous English courses

This junior and senior-level course provides a critical writing experience focused on learning the writing process required for success in college. The course will follow the Writing standards from the NC ELA Standard Course of Study and explore each strand (argument, informative, and narrative) while refining each writer's craft and tone. Research skills and techniques will also be honed to provide for a successful transition to college-level assignments. Students should expect to write *daily* and be able to manage both short- and long-term writing deadlines.

Young Adult Literature Honors

Offered: A, C, HST, HH, NG, SC

PREREQUISITE(S): Successful completion of English 9 HN and English 10 HN with an 80 or higher; or successful completion of English 9 and English 10 with a 90 or higher; or placement by teacher recommendation.

This junior and senior-level course will reinforce what students learn in their other English classes through contemporary and popular young adult novels considered interesting and relevant to high school students. This elective course is designed for students who enjoy reading contemporary young adult literature and desire an opportunity to strengthen their skills in comprehension and literary analysis, as well as in oral and written communication. Students will study character development, theme, symbolism, conflict, irony setting, style, and point of view. Young adult novels will be used to increase students' ability to compare and contrast, and to understand the author's perspective. Text selections will draw from the High School Battle of the Books reading list as well as student-chosen novels. Units will be arranged by genres, such as fantasy, science fiction, historical fiction, contemporary, adventure, memoir, and realistic fiction. Members of this class will be encouraged to form a High School Battle of the Books Team, fostering leadership skills and furthering extracurricular involvement.

GCS Mathematics Course Descriptions

GCS high school mathematics courses are designed and implemented in accordance with the standard course of study defined by the North Carolina Department of Public Instruction. The emphasis of high school mathematics instruction encompasses five conceptual categories: number and quantity, algebra, functions, geometry, and statistics. Mathematical modeling is an integral component of all conceptual categories, allowing students to experience mathematics as a way to make sense of data and problems from real situations. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Both collaborative groups and individual work are used to explore, conjecture, verify, apply, evaluate, and communicate mathematical ideas. Throughout all courses offered at the high school level, students will develop a deep understanding of mathematical concepts and use mathematical ways of thinking to solve real-world problems. For more information, please visit – https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics

Foundations of NC Math 1

Offered: A, BC, C, EG, F, GVA, HH, NG, SP, SC, W

**This course is strictly offered as needed, at the discretion of the building-level principal.*

PREREQUISITE(s): Placement by teacher or counselor

Foundations of Math 1 provides students with a more in-depth study of introductory mathematics skills, and builds a solid foundation in algebraic reasoning. This course is designed to prepare students to advance successfully into the Math 1 course. Successful completion of this course requires a passing score in the class and on a comprehensive final exam. *This course may count as one of the four math credits required for graduation but does not meet the admissions requirement of a 4th level math into the UNC System Institution.*

NC Math 1

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W

The purpose of the Math 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, by contrasting them with exponential and quadratic phenomena. In addition to studying bivariate data, students also summarize, represent, and interpret univariate data. Progressing from the geometric experiences in the middle grades, students explore more complex geometric situations and deepen their understanding of geometric relationships, moving toward formal mathematical arguments. Successful completion of this course requires a passing score in the class and a Level III or higher on the state-mandated NC Math 1 EOC. *This course may count as one of the four mathcredits required for graduation but does not meet the admissions requirement of a 4th level math into a UNC system public university.*

NC Math 1 Honors

Offered: All High Schools

PREREQUISITE(s): Successful completion of Advanced 8th Grade Mathematics and a Level III or higher on the NC 8th Grade Mathematics End-of-Grade Assessment

This is an accelerated course that covers the basic course of study for NC Math 1, in greater depth and with extended content. In addition to the conceptual requirements of the basic NC Math 1 course, students will engage in investigative problem solving to explore mathematical concepts. Successful completion of this course requires a passing score in the class and a Level III or higher on the state-mandated NC Math 1 EOC. *This course counts as one of four math credits required for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA.*

Foundations of NC Math 2

Offered: A, BC, EG, F, GVA, HH, NG, W

**This course is strictly offered as needed, at the discretion of the building-level principal.*

PREREQUISITE(s): Completion of NC Math 1 andplacement by teacher or counselor

Foundations of NC Math 2 provides a more in-depth study of algebra and geometry, building upon middle school topics. This course is designed for students to explore connections to geometry through algebraic situations, to reinforce the concepts and skills taught in Math 1 course, and to extend students' understanding of algebraic reasoning to build a solid foundation in functional and geometric relationships. This course is designed to prepare students to advance successfully into the Math 2 course. Successful completion of this course requires a passing score in the class and on a comprehensive final exam. *This course may count as one of the four math creditsrequired for graduation but does not meet the admissions requirement of a 4th level math into a UNC system public university.*

NC Math 2

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Completion of NC Math 1

In NC Math 1, students studied, in-depth, the defining characteristics and behaviors of linear, quadratic, and exponential functions in the context of modeling real-world and mathematical problems. The NC Math 2 course continues a progression of the standards to make connections across themes and deepen student understanding of numbers and quantity, algebraic reasoning, using functions to model situations, geometric relationships, and statistics and probability. In addition to these thematic strands, NC Math 2 includes polynomials, congruence, the similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences, and justifying conclusions. Successful completion of this course requires a passing score in the class and on a state-designed comprehensive final exam. *This course counts as one of four math credits required for graduation.*

NC Math 2 Honors

Offered: All High Schools

PREREQUISITE(s): Successful completion of NC Math 1 andplacement by teacher or counselor

This is an accelerated course that covers the basic course of study for NC Math 2, in greater depth and with extended content. In addition to the conceptual requirements of the basic NC Math 2 course, students will engage in investigative problem solving to explore mathematical concepts and deepen their understanding of how mathematics relates to the world around them. The NC Math 2 Honors course is a rigorous course designed to challenge student thinking and build critical thinking skills to encourage creative problem-solving in novel situations. Successful completion of this course requires a passing score in the class and on a state-designed comprehensive final exam. *This course counts as one of four math credits required for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA.*

NC Math 3

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Completion of NC Math 1 and NC Math 2

The NC Math 3 course builds on students' prior experience with linear, quadratic, and exponential functions from the NC Math 1 and NC Math 2 courses. The progression of the standards across the three high school math courses culminates in the NC Math 3 course, allowing students to experience the interconnected nature of mathematical concepts by relating new concepts to be learned back to students' prior understandings from previous course work. Students will use their foundational understanding of numbers, algebra, functions, geometry, and statistics to deepen their understanding of advanced mathematical concepts. This course includes radical expressions and equations; complex numbers; polynomial expressions, equations, and functions (quadratic, exponential, logarithmic, rational, radical, inverse, trigonometric); sequences and series; unit circle, radian measures, trigonometric identities, and conic sections; geometric proofs (lines and angles, properties of triangles, triangle similarity, parallelograms); analyzing statistical reports and data sets modeled with normal distributions; and apply probability concepts to make fair decisions. Successful completion of this course requires a passing score in the class and on a state-designed comprehensive final exam. *This course counts as one of four math credits required for graduation.*

NC Math 3 Honors

Offered: All High Schools

PREREQUISITE(s): Successful completion of Math 1 and Math 2 Honors andplacement by teacher or counselor
This is an accelerated course that covers the basic course of study for NC Math 3, in greater depth and with extended content. In addition to the conceptual requirements of the basic NC Math 3 course, students will engage in investigative problem solving to explore mathematical concepts and deepen their understanding of how mathematics relates to the world around them. The NC Math 3 Honors course is a rigorous course designed to challenge student thinking and build critical thinking skills to encourage creative problem-solving in novel situations. Successful completion of this course requires a passing score in the class and on a state-designed comprehensive final exam. *This course counts as one of four math credits required for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA.*

College & Career Ready Graduates (CCRG) Mathematics
Offered: A, BC, C, EG, F, GVA, HH, NG, SP, SC, W *(for eligible students)*
PREREQUISITE(s): Completion of NC Math 3 and placement in accordance with legislation (S.L. 2015-241, Section 10.13 amended by S.L. 2016-94 and S.L. 2018-5).
The purpose of the CCRG Mathematics course is to promote remediation-free placement into the NC Community College System (NCCCS). This course focuses on the key mathematical concepts needed for students to be ready to undertake post-secondary academic coursework, or career-specific technical training. The course addresses standards throughout high school and even earlier, including algebraic reasoning, geometric modeling, and statistical analysis. *This course counts as one of the four mathcredits required for graduation but does not meet the admissions requirement of a 4th level math into a UNC system public university.*

NC Math 4
Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W
PREREQUISITE(s): Completion of Math 1, Math 2, and Math 3 andplacement by teacher or counselor
The primary focus of this 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. Students will be prepared for college-level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.*This course counts as one of four math credits required for graduation.*

NC Math 4 Honors
Offered: A, BC, C, EG, F, ECMS, HH, HST, NG, SP, SC
PREREQUISITE(s): Successful completion of Math 1, Math 2, and Math 3 Honors andplacement by teacher or counselor
This is an accelerated course which covers the basic course of study for NC Math 4, in greater depth and with extended content. In addition to the conceptual requirements of the basic NC Math 4 course, students will engage in investigative problem solving to explore mathematical concepts and deepen their understanding of how mathematics relates to the world around them. The NC Math 4 Honors course is a rigorous course designed to challenge student thinking and build critical thinking skills to encourage creative problem-solving in novel

situations. Successful completion of this course requires a passing score in the class and on a state-designed comprehensive final exam. *This course counts as one of four math credits required for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA.*

Discrete Mathematics for Computer Science

Offered: F, HH, NG

PREREQUISITE(s): Successful completion of Math 1, Math 2, and Math 3 andplacement by a teacher or counselor

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 is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts, and financial analysts. Students will be prepared for college-level algebra, statistics, and discrete mathematics courses. *This course counts as one of four math credits required for graduation.*

Discrete Mathematics for Computer Science Honors

Offered: F, HH

PREREQUISITE(s): Successful completion of Math 1, Math 2, and Math 3 Honors andplacement by teacher or counselor

This is an accelerated course which covers the basic course of study for Discrete Mathematics for Computer Science, in greater depth and with extended content. In addition to the conceptual requirements of the basic Discrete Mathematics for Computer Science course, students will engage in investigative problem-solving to explore mathematical concepts and deepen their understanding of how mathematics relates to the world around them. The Discrete Mathematics for Computer Science Honors course is a rigorous course designed to challenge student thinking and build critical thinking skills to encourage creative problem-solving in novel situations. Successful completion of this course requires a passing score in the class and on a state-designed comprehensive final exam. *This course counts as one of four math creditsrequired for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA.*

Pre-Calculus Honors

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SC, SP

PREREQUISITE(s): Successful completion of Math 1, Math 2, and Math 3 Honors and placement by a teacher or counselor

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real-world phenomena and deepen their understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus, and any entry-level college course. Successful completion of this course requires a passing score in the class and on a state-designed comprehensive final exam. *This course counts as one of four math creditsrequired for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA.*

AP Precalculus

Offered: A, GVA, HST, HH, SC

PREREQUISITE(s): Successful completion of NC Math 3 Honors with a B average, or NC Math 4 or Discrete Math with an A average; or Pre-Calculus Honors with a C average or better

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. Through the course, students strengthen their procedural and symbolic fluency skills needed for higher-level mathematics. While studying each function type, students solve equations and construct equivalent analytic representations in both contextual and purely mathematical settings. More information is available at www.apcentral.collegeboard.com. *This course counts as one of four math credits required for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA.*

AP Calculus AB

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC

PREREQUISITE(s): Successful completion of Pre-Calculus Honors with a C average or better

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Students explore the big ideas of calculus including modeling change, approximation and limits, and analysis of functions. This course requires students to use definitions and theorems to build arguments and justify conclusions, featuring a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds an understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. Advanced Placement Calculus is a college-level course designed by the College Board to develop the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experience with its methods and applications. More information is available at www.apcentral.collegeboard.com. *This course counts as one of four math credits required for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA. (This course may be paired with AP Calculus - BC)*

AP Calculus BC

Offered: A, BC, F, HST, SP, SC

PREREQUISITE(s): Successful completion of AP Calculus AB with a C average or better

AP Calculus BC is an introductory college-level calculus course. AP Calculus BC extends students' understanding of calculus concepts and provides experience with methods and applications. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Advanced Placement Calculus is a college-level course designed by the College Board to develop the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experience with its methods and applications. Both semesters of Calculus are recommended before taking an AP Calculus test in May. More information is available at www.apcentral.collegeboard.com *This course counts as one of four math credits required for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA.*

AP Statistics 

Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC

PREREQUISITE(s): Successful completion of NC Math 3 Honors with a B average, or NC Math 4 or Discrete Math with an A average; or Pre-Calculus Honors with a C average or better

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem-solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. More information is available at www.apcentral.collegeboard.com. *This course counts as one of four math credits required for graduation, and awards additional weight for the final course grade received to be factored into students' overall weighted GPA.*

AP Computer Science Principles

Offered: C, HST, and GO!

PREREQUISITE(s): Successful completion of NC Math 3 Honors with a B average, or NC Math 4 or Discrete Math with an A average; or Pre-Calculus Honors with a C average or better

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their computer science understanding through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. More information is available at www.apcentral.collegeboard.com. *This course counts as one of the four math credits required for graduation but does not meet the admissions requirement of a 4th level math into a UNC System public university.*

AP Computer Science A

Offered: GO!

PREREQUISITE(s): Successful completion of NC Math 3 Honors with a B average, or NC Math 4 or Discrete Math with an A average; or Pre-Calculus Honors with a C average or better

In AP Computer Science A students become familiar with the concepts and tools of computer science as they learn a subset of the Java programming language. Students will do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. More information is available at www.apcentral.collegeboard.com. *This course counts as one of the four math credits required for graduation but does not meet the admissions requirement of a 4th level math into a UNC System public university.*

GCS Science Course Descriptions

High school science courses are designed and implemented in accordance with the standard course of study defined by the North Carolina Department of Public Instruction. In 2010, North Carolina adopted the North Carolina Essential Standards for Science (NCES) as the standard course of study for all science courses in all grades, kindergarten through twelfth grade. The standards specify the science content and skills that all students should study to be college- and career-ready.

The North Carolina Essential Standards for Science emphasize the integration of science content with scientific inquiry, experimentation, and technological design. Traditional laboratory experiences provide opportunities to

demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support the development of reasoning and problem-solving ability and are the core of scientific methodologies. For more information on the NC Standard Course of Study for Science, please visit the New NCDPI Science Site at https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/science

Physical Science

Offered: All High Schools

The physical science curriculum covers the following topics: motion (speed, velocity, acceleration, momentum); the relationship between forces and motion; matter; chemical bonding and chemical interactions; radiation and radioactivity; waves; energy conservation and transfer; and electricity and magnetism. This course satisfies the state graduation requirement in physical science.

Earth & Environmental Science

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W

The earth / environmental science curriculum focuses on the function of the earth's systems. Emphasis is placed on earth in the universe; global climate; structure and processes that occur in the lithosphere, hydrosphere, and atmosphere; human impact on the biosphere; and sustainability. This course meets the graduation requirement for earth science.

Earth/Environmental Science – Honors

Offered: All High Schools

PREREQUISITE(s): Recommend 7th/8th Grade Reading EOG and 8th Grade Science EOG at Level IV or Higher

The earth/environmental science curriculum focuses on the function of the earth's systems. Emphasis is placed on earth in the universe; global climate; structure and processes that occur in the lithosphere, hydrosphere, and atmosphere; human impact on the biosphere; and sustainability. This course or the standard level course meets the graduation requirement for earth science. This course covers the earth/environmental science curriculum in greater depth with a focus on pre-biology concepts and problem-solving.

AP Environmental Science

Offered: A, C, EG, F, HST, HH, NG, SP, SC, and GO!

PREREQUISITE(s): Recommend a final grade of 85 or higher in Biology Honors, Chemistry Honors, and NC Math II Honors

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. It is expected this college-level course will require greater amounts of time and effort on the part of

the student. Descriptive and experimental laboratory experiences will be assigned to provide maximum opportunity for students to learn a variety of skills and concepts. This course will meet the graduation requirement for earth science. More information about this course and the College Board's recommendation of prerequisite work can be obtained from the College Board website – www.apcentral.collegeboard.com

Astronomy - Honors (grades 10-12)

Offered: HST, GVA, NG, SC

Astronomy is the branch of science that deals with celestial bodies and the universe. Scientists estimate that there are one hundred thousand million stars in the Milky Way galaxy that we reside in. Scientists also estimate that there are millions upon millions of galaxies like the Milky Way. This class will attempt to study what humans have been studying for thousands of years. We will explore what is known about the universe including stars, planets, galaxies, nebulae, and many other celestial objects.

Forensic Science - Honors

Offered: A, BC, EG, F, GVA, GEC, HST, HH, NG, SP, SC

PREREQUISITE(s): Recommended final grade of 80 or higher in Biology and Chemistry The Forensic Science course serves as an elective course to introduce students to basic forensic methods and techniques. Forensic Science is a field of science emphasizing chemistry, biology, biotechnology, geology, and physics and their application in solving criminal cases. This forensics course will focus on the scientific and evidence collection methods behind solving crimes and other aspects of detective work such as criminal psychology, fingerprinting, handwriting analysis, and odontology.

Forensic Science II - Honors

Offered: HST, SP, SC

PREREQUISITE(s): Recommended for students in grades 11-12 with a final grade of 80 or higher in Forensic Science

This course is a continuation of Forensic Science and allows for interested students a deeper study into laboratory fundamentals and forensic disciplines. Students will have the opportunity to explore careers in forensic science, along with a more in-depth look at the legal and ethical issues inherent in forensic work. Students will gain a better understanding of the biochemical and biotechnological analysis of forensic samples. This course is intended to be a problem-based approach to understanding how forensic science works in the real world.

Introduction to Biology

Offered: BC, C, F, HH, NG

This course is an overview study of ps and animals, structure and function, and interrelationships. Introduction to Biology is an introductory course for Biology in order to prepare students to be successful in Biology. The Biology course is a graduation requirement and requires a Level III or higher on a state-mandated Biology EOC.

North Carolina Wildlife

Offered: A, BC, EG, GVA, HH, HST, NG, SP, SC

PREREQUISITE(s): Recommend Earth / Environmental Science and Biology This course focuses on the interrelationships among organisms native to North Carolina and the physical, chemical, geological, and biological

factors in their environment. Studies include the variety of life in the different regions of the state (mountains, Piedmont and coast). Laboratory and field experiences are major components of this course.

Biology

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SC, SP, W

PREREQUISITE(s): Recommend Earth/Environmental Science

The Biology I curriculum covers life science topics. Emphasis is on cellular structure and function; cell processes; interdependence of organisms within their environments (cycles, adaptations, relationships, limiting factors); impact of human activities on the environment; structure and function of DNA; genetic traits and expression; application of DNA technology; theory of evolution by natural selection; classification systems; biological molecules; and biochemical processes. Completion of this course (or the honors level course) with a 60 or higher final grade and the state-mandated Biology EOC with a Level III or higher satisfies the Biology graduation requirement.

Biology Honors

Offered: All High Schools

PREREQUISITE(s): Recommended final grade of 80 or higher in HN Earth/Environmental Science

The Biology I curriculum covers life science topics. Emphasis is on cellular structure and function; cell processes; interdependence of organisms within their environments (cycles, adaptations, relationships, limiting factors); impact of human activities on the environment; structure and function of DNA; genetic traits and expression; application of DNA technology; theory of evolution by natural selection; classification systems; biological molecules; and biochemical processes. Completion of this course with a 60 or higher final grade and the state-mandated Biology EOC with a Level III or higher satisfies the Biology graduation requirement. This honors course covers Biology topics in greater depth with a focus on problem-solving in the context of a larger environmental impact and lab experience.

Anatomy and Physiology – Honors

Offered: A, BC, C, EG, F, GVA, GEC, HH, HST, NG, SC, SP, and GO!

PREREQUISITE(s): Recommend a final grade of 80 or higher in Biology.

This course serves as an elective course and is an advanced detailed study of the structure and function of the human body systems. Appropriate laboratory exercises accompany the curriculum to provide students with relevant application opportunities.

Honors Research Methods I

Offered: A, EG, F, ECMS, NG

PREREQUISITE(s): Recommend Biology and Chemistry and student interest and self-motivation

This course provides students with exposure to extensive laboratory and research methods. Students will be expected to plan, design, and implement a controlled experiment, report the results of the experiment in written format and give an oral presentation about the experiment and results. Students will be expected to complete laboratory exercises that cover various fields of knowledge from the earth, physical, or life science. Emphasis will be on the integration of technology, presentation opportunities, graphing skills, technical writing, and research skills.

Honors Research Methods II

Offered: EG

PREREQUISITE(s): Honors Research Methods I

This course will have students gather data for the research project that was developed in the research methods I course and will focus on advanced analysis of qualitative and quantitative data, with an emphasis on the statistical analysis of numerical data; data collection; describing and graphing data; measures of association; regression analysis; and preparing research reports. Students will continue to develop presentation and scientific writing skills.

AP Biology

Offered: A, BC, C, EG, F, HST, HH, NG, SC, SP

PREREQUISITE(s): Recommend final grade of 85 or higherin Biology Honors and Chemistry Honors

AP Biology is equivalent to a two-semester introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. It is expected this college-level course will require greater amounts of time and effort on the part of the student. Descriptive and experimental laboratory experiences will be assigned to provide maximum opportunity for students to learn a variety of skills and concepts. More detailed information on this course and College Board recommendations for prerequisite work can be obtained from the College Board website – www.apcentral.collegeboard.com

Chemistry

Offered: A, BC, EG, F, GVA, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Recommend Biology and NC Math II

Chemistry I focuses on topics associated with chemical reactions and energy. Emphasis is on atomic structure; bonding; physical and chemical properties and changes; the Periodic Table; the relationship between pressure, temperature, and volume and phase; analysis of chemical reactions; rate of reaction; chemical equilibrium; and solutions. This course (or the honors level) satisfies the state graduation requirement for physical science.

Chemistry Honors

Offered: All High Schools

PREREQUISITE(s): Recommend final grade of 80 or higher in Biology Honors and NC Math II Honors

Chemistry I focuses on topics associated with chemical reactions and energy. Emphasis is on atomic structure; bonding; physical and chemical properties and changes; the Periodic Table; the relationship between pressure, temperature, volume and phase; analysis of chemical reactions; rate of reaction; chemical equilibrium; and solutions. This course (or the standard level) satisfies the state graduation requirement for physical science. This course provides an in-depth study of topics outlined in Chemistry I with a focus on quantitative analysis and lab experience.

AP Chemistry

Offered: A, C, EG, F, HST, HH, NG, SP, SC

PREREQUISITE(s): Recommend final grade of 85 or higher in Biology Honors, Chemistry Honors, and NC Math II Honors

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework

in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. It is expected this college-level course will require greater amounts of time and effort on the part of the student. Descriptive and experimental laboratory experiences will be assigned to provide maximum opportunity for students to learn a variety of skills and concepts. More detailed information about this course and College Board recommendations of prerequisite work can be obtained from the College Board website – www.apcentral.collegeboard.com

Physics Honors

Offered: A, BC, EG, F, GEC, HST, HH, NG, SP, SC

PREREQUISITE(s): Recommend final grade of 80 or higher in NC Math IIHonors

Physics provides an in-depth study using the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. Students will study motion and momentum; forces and systems; conservation of momentum, energy, and impulse; work; energy and power; waves; charges and electric circuits; electrostatic systems; and magnetism. This course satisfies the state graduation requirement for physical science.

AP Physics 1

Offered: A, F, HH, NG, SP, SC

PREREQUISITE(s): Recommend final grade of 85 or higher in Physics I Honors and NC Math III Honors (or concurrent enrollment in NC Math III Honors)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. This college-level course will require greater amounts of time and effort on the part of the student. Descriptive and experimental laboratory experiences will be assigned to provide maximum opportunity for students to learn a variety of skills and concepts. More detailed information about this course and College Board recommendations for prerequisite work can be obtained from the College Board website – www.apcentral.collegeboard.com

AP Physics 2

Offered: F

PREREQUISITE(s): Recommend final grade of 85 or higher in Physics I Honors and Pre-Calculus (or concurrent enrollment in Pre-Calculus)

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.This is a rigorous college-level course following the Advanced Placement curriculum of the College Board. It is expected this college-level course will require greater amounts of time and effort on the part of the student. Descriptive and experimental laboratory experiences will be assigned to provide maximum opportunity for students to learn a variety of skills and concepts. More detailed information about this course and College Board recommendation for prerequisite work can be obtained from the College Board website – www.apcentral.collegeboard.com

GCS Social Studies Course Descriptions

Social Studies prepares students to be active, informed, and responsible citizens of the state and nation. Students acquire and perfect skills of individual and group inquiry and examine a broad range of people and cultures. Students gain from social studies programs the knowledge, skills, attitudes, and values that enable them to be effective problem-solvers, good decision-makers, and wise planners.

World History

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W

World History: Global Issues and Patterns since 1200 is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions.

World History Honors

Offered: All High Schools

PREREQUISITE(s): Recommend 7th/8th grade EOG reading at Level V & grade average of 85 or higher in 7th/8th grade language arts. Student interest/self-motivation.

World History: Global Issues and Patterns since 1200 is a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions.

Global studies are incorporated throughout the semester through a continuous update of current events, which the accelerated student will find both challenging and enlightening. Themes, connections, and world history as a process are stressed. The pace is accelerated to achieve course objectives in one academic semester and requires much independent study and primary source readings. This course satisfies the World History graduation requirement and is taken in the ninth grade.

AP World History: Modern

Offered: A, BC, C, F, HST, HH, NG, SP, SC

PREREQUISITE*(s): *Recommend final grade of 85 or higherin World History Honors or final grade of 90 or higher in World History. Recommend for Juniors and Seniors with student interest/self-motivation.

This is a college-level two-semester course in world history and is based on the Advanced Placement curriculum designed by the College Board. The course includes a chronological history survey of the world. It is expected this college-level course will require greater amounts of time and effort on the part of the student. Specific course details are available from the College Board at – www.apcentral.collegeboard.com

AP Human Geography

Offered: C, EG, F, HH, NG, SP, and GO!

PREREQUISITE(s): *Recommend a final grade of 85 orhigher in World History Honors or a final grade of 90 or higher in World History. Student interest/self-motivation.*

The AP Human Geography course introduces the student to the systematic study of patterns and processes that

have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Specific course details are available from the College Board at – www.apcentral.collegeboard.com

Founding Principles of the United States of America and North Carolina: Civic Literacy
Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W
PREREQUISITE*(s): *World History
Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of the government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, the law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of the American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

Founding Principles of the United States of America and North Carolina: Civic Literacy Honors
Offered: All High Schools
PREREQUISITE*(s): *Recommend grade average of 80 orhigher in World History-Honors or 90 or higher in World History. Student interest/self-motivation.
Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of the government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, the law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of the American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

American History
Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W
PREREQUISITE(s): Civic Literacy, World History
Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore 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.

American History Honors

Offered: All High Schools

PREREQUISITE*(s): *Civic Literacy, World History. Recommend grade average of 80 or higher in Civic Literacy Honors or 90 or higher in Civic Literacy. Student interest/self-motivation.

Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore 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.

Economics and Personal Finance

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC, W

PREREQUISITE(s): Civic Literacy, World History, American History

The Economics and Personal Finance (EPF) course is intended to be the study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

Economics and Personal Finance Honors

Offered: All High Schools

PREREQUISITE(s): Civic Literacy, World History, American History. Recommend grade average of 80 or higher in American History Honors or 90 or higher in American History. Student interest/self-motivation.

The Economics and Personal Finance (EPF) course is intended to be the study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

AP US History

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SP, SC

PREREQUISITE*(s): *Recommend final grade of 85 or higherin Civic Literacy Honors or final grade of 90 or higher in Civic Literacy. Student interest/self-motivation.

This is a college-level course in U.S. History and is based on the Advanced Placement curriculum designed by the College Board. The course is designed to provide students with the analytical and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students will 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. Specific course details are available from the College Board at –

www.apcentral.collegeboard.com

AP Government/Political Systems

Offered: A, C, EG, F, HST, HH, NG, SP, SC, and GO!

PREREQUISITE*(s): *Recommend Civic Literacy Honors; American History I & II Honors with an 85 or higher. Student interest/self-motivation.

This is a college-level course in U.S. Government and Politics and is based on the Advanced Placement curriculum designed by the College Board. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students completing this course will know important facts, concepts, and theories pertaining to the U.S. government and politics. Students will also be able to analyze and interpret basic data relevant to the U.S. government and politics and understand typical patterns of political processes and behavior and their consequences. Specific course details are available from the College Board at www.apcentral.collegeboard.com.

AP European History

Offered: A, EG, F, GVA, HST, HH, NG, SP, SC, and GO!

PREREQUISITE*(s): *Recommend a final grade of 85 orhigher in World History Honors or a final grade of 90 or higher in World History. Student interest/self-motivation.

This is a college-level course in European History and is based on the Advanced Placement curriculum designed by the College Board. This course is a study of European history since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Students will develop an understanding of the principal themes in European history, analyze historical evidence and express historical understanding in writing. Specific course details are available from the College Board at www.apcentral.collegeboard.com.

AP Seminar

Offered: Collegiate Prep Academy @ Forestview High School

PREREQUISITE(s): Recommend Honors Research & Composition

AP Seminar is a 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 research-based 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.

Freshman Seminar

Offered: GEC

Freshman Seminar is designed to help transition into the early college setting by providing organizational skills and tools and by teaching students in innovative settings that foster the development of both individual and collaborative academic success. Students will learn how to successfully and independently navigate both high school and college expectations and responsibilities.

Senior Seminar

Offered: GEC

Senior Seminar is designed to help students explore the post-secondary process by providing knowledge, tools, and support needed to identify a variety of educational and employment goals. Students will be able to make informed decisions through various activities that will help prepare them to learn for college and careers. Senior Seminar will empower students as they move past high school graduation and live a successful life in today's society.

iAccelerate Freshman Seminar Honors

Offered: iAccelerate Academy @ Ashbrook High School

In iAccelerate Freshman Seminar Honors you will work to become the best student you can be. We will explore many of the things you need to be competitive in today's academic environment. As students in the iAccelerate Academy, it is very important that you score well on your college readiness exam so that you can begin your college-level courses. We will work to prepare you for these tests as well as help you discover the life skills to make you a great college student. In addition, you will learn more about yourself as you consider what you want for your future. You will explore careers, college majors, and college choices. You will also learn about what it takes to get accepted to the college of your choice and set yourself up for success and well-being!

American Military History (Standard or Honors) 

Offered: BC, EG, F, HH, NG

PREREQUISITE*(s): *Student interest/self-motivation.

This course is a comprehensive analysis of the United States' military history from the colonial period to the present. It examines the development and use of the U.S. armed forces in the context of the social, cultural, political, economic, and technological development of the nation. It not only examines such themes as leadership, combat operations, military technology, strategy, and tactics, but also the impact on society, civilian-military relations, foreign and domestic policy, and ordinary men and women in uniform.

**Schools listed may offer only standard, only honors, or both levels of this course*

Bible

Offered: F, HH, NG, SP, SC

PREREQUISITE*(s): *Student interest/self-motivation.

The first half of the Bible is a survey of the Old Testament with an emphasis on the Pentateuch and the early history of Israel. The second half is a general historical overview of the New Testament with emphasis on Matthew, Mark, Luke, and John.

Current Events

Offered: BC, C, F, GVA, GEC, HST, HH, NG, SC, W

PREREQUISITE*(s): *World History

This course utilizes and builds on the information acquired in both World and U.S. History. Current Events is designed for students who wish to be knowledgeable of the world in which we live and be able to function in an increasingly global society. Students enrolling should be prepared to apply information acquired in various assessment vehicles.

International Relations

Offered: HST

PREREQUISITE*(s): *Completed American History I & II, World History, and teacher recommendation

Students who are interested in current events and/or with a social studies elective will want to be a part of this course. The focus of the class will be the current issues of the moment with an international emphasis. A variety of resources will be used to involve students and raise their awareness of the role of the U.S. as well as the individual in the international community.

Law-Related Studies (Standard or Honors)

Offered: A, BC, F, HH, NG

PREREQUISITE*(s): *Student interest/self-motivation.

This elective class offers an encompassing view of the judicial system in society while meeting the state competency goals. The curriculum contains six important components: (1) introducing law; (2) exploring the nature of law; (3) examining concepts and issues; (4) understanding legal processes; (5) clarifying attitudes about law; and (6) forecasting possible futures based on assumptions about law and their related issues.

**Schools listed may offer only standard, only honors, or both levels of this course*

Business and Personal Law Honors

Offered: HST

This course is designed to acquaint students with the basic legal principles common to business and personal law. Business topics include contract law, employment & agency law, and intellectual property, financial law. Personal topics include marriage and divorce law, employment law, insurance, real estate, and consumer protection. Some areas provide the business as well as the personal implications. Students may apply essential standards and workplace readiness skills through Future Business Leaders of America competitive events, community service, and leadership activities.

Teacher Cadet I & II Honors

Offered: A, C, HH, SP

PREREQUISITE*(s): *GPA of 3.0 or higher, enrollmentin a college-prep curriculum, written recommendations from five teachers, required essay, interview

These courses are designed to introduce high school students to the issues presented to modern educators and to study the skills essential for success. Developed by the North Carolina Association of Educators through its Future Teachers of America Committee, these courses also allow students to learn more about the college experience.

Philosophy

Offered: EG

A challenging elective course that examines the foundations, sub-disciplines, and major contributors of philosophy. The course will explore the roles of knowledge, ethics, and self-identity in developing philosophical ideas. Students will gain a better understanding of how religious and moral systems interact with ideas on politics, science, and society. A high degree of competence and confidence in reading and writing is encouraged.

Psychology (Standard or Honors)

Offered: A, BC, C, EG, F, GVA, HH, NG, SP, SC and GO!

PREREQUISITE*(s): *Student interest/self-motivation.
Psychology is the study of the basic principles of human behavior. Topics include personality, child abuse, social influences, and conflict adjustment.
**Schools listed may offer only standard, only honors, or both levels of this course*

AP Psychology
Offered: A, BC, C, F, HH, NG, SP, SC
PREREQUISITE*(s): *Recommend final grade of 85 or higherin World History Honors or final grade of 90 or higher in World History AND final grade of 85 or higher in Biology Honors or final grade of 90 or higher in Biology. Student interest/self-motivation.
This is a college-level course in Psychology and is based on the advanced placement curriculum designed by the College Board. The course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about ethics and methods psychologists use in their science and practice. Specific course details are available from the College Board website – www.apcentral.collegeboard.com

Sociology (Standard or Honors)
Offered: A, BC, F, GVA, GEC, HH, NG, SP, SC, W
PREREQUISITE(s): Student interest/self-motivation.
Sociology explores the way people interact with one another: relationships within groups, social institutions, family life, and vital social problems

History of the Holocaust (Standard or Honors)
Offered: A, BC, C, EG, GVA, HH, NG, SC
PREREQUISITE(s): World History and Civics/Economics. Student interest/self-motivation.
History of the Holocaust introduces the student to Nazi Germany's systematic mass murder of European Jewry during World War II. This course will deal with the historical, social, and psychological forces that led to the genocide perpetrated by Nazi Germany and its allies (1941 - 1945). Students will learn about: the origins and development of Judaism, the origins of anti-Semitism in Europe, World War I, National Socialist ideology, the rise of Adolf Hitler, World War II, the mass murder of European Jewry, Jewish resistance during the Holocaust, and the fall of Adolf Hitler's National Socialist regime. This course is open to all 11th and 12th-grade students.
**Schools listed may offer only standard, only honors, or both levels of this course*

The Cold War
Offered: A, BC, C, NG
PREREQUISITE(s): Student interest/self-motivation.
This one-semester course focuses on the fifty-year period in which much of the world was focused on the ideological war between the United States and the Soviet Union. The course takes a more in-depth look at the doctrines, wars, crises, protests, agencies, alliances, treaties, and even rock n roll music to emerge from the time. Students examine the impact the Cold War Era had on the governments, people, and societies who lived through it as well as the effects still experienced today as new information comes to light.

African-American Studies (Standard or Honors) 

Offered: A, BC, EG, GVA, HH, NG, W, and GO!

PREREQUISITE(s): Student interest/self-motivation.

This course is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about the histories, cultures, and economic, geographic, and political realities of African Americans.

Latin American Studies (Standard or Honors)

Offered: A, HH, HST, and GO!

PREREQUISITE(s): Student interest/self-motivation.

This course introduces the diverse history and culture of Latin America and Latino Americans beginning with life prior to Columbus' exploration through contemporary life in the United States and North Carolina. Students learn about one of the Western Hemisphere's oldest civilizations and cultures and discuss important issues from prehistoric societies to present-day society.

**Schools listed may offer only standard, only honors, or both levels of this course*

American Indian Studies (Standard or Honors)

Offered: GO!

PREREQUISITE(s): Student interest / self-motivation

This course introduces students to the exploration of the rich and diverse history and culture of American Indian societies. The goal of this course is to broaden the knowledge and understanding of students interested in learning about the histories, cultures, legacies, and achievements of American Indians from prehistoric to present-day societies. This course offers traditional and contemporary perspectives, which place the land, its history, and the people at the center.

Modern Africa and the Middle East Honors

Offered: A

PREREQUISITE(s): ***An average of 90 or higher in WorldHistory and Civics & Economics OR an average of 80 or higher in Honors World History and Honors Civics & Economics. Student interest/self-motivation.***

This course is a survey of two major areas consisting of Africa and the Middle East. The first twelve weeks of the course will cover developments in 19th and 20th-century Sub-Saharan Africa, with emphasis on the European conquest, the colonial period, and the triumph of modern African nationalism. Students will focus on the areas of French West Africa, Nigeria, Congo, and South Africa. The final six weeks of the course will focus on the Middle East, with an emphasis on conflicts involving Israeli/Palestinian, Iran/Iraq, and Syria as well as Jordan and Saudi Arabia. The goal of the course is to introduce the student to these two important regions of the world and how they came to be known today as well as their importance to the United States.

Turning Points in American History Honors

Offered: A

PREREQUISITE(s): American History I&II Honors or AP US History

This course will emphasize, in greater depth, 10-15 key turning points in American History. These turning points would be "hinge" events in our nation's history, caused by, and subsequently contributing to, major social, cultural,

political, and/or economic events. Turning points chosen for this course do not need to be events that have been popularly discussed in the standard United States History survey course. They should be "off-centered" to allow students an opportunity to study, in-depth, a potentially fresh topic in United States History.

21st Century Global Geography (Standard or Honors)

Offered: A, C, EG, GVA

This geography course will emphasize the increasing interconnectedness of Earth's people due to globalization, as well as, the notion of "spatial variation"—how and why things differ from place to place both physically and culturally on the earth's surface. Globalization is the ongoing process of increasing interconnectedness and interdependence among humankind. While its origins are debatable, this process has been significantly amplified with the onset of new communication technologies that have improved economic, political, social, cultural, historic, and geographic connections among individuals, groups, and nations. The mounting flow of goods, services, finances, ideas, and people across national and international borders has created a world ever more devoid of physical and political boundaries and dependent upon empathy and collaboration. Since the consequences of the process are not predetermined, an awareness of the positive or negative possibilities of these connections is paramount to individual improvement and the advancement of humanity.

**Schools listed may offer only standard, only honors, or both levels of this course*

The Vietnam War Honors

Offered: SP

This course examines the military, political and diplomatic history of the Vietnam War as well as the context in which it was fought. Topics covered include the early history and culture of Vietnam, French Involvement, the Cold War, as well as American military involvement. This course will include the effects of the war on both Vietnam and the United States of America.

Big History Project Honors

Offered: A, BC, HST F, NG

Harness the curiosity and creativity of your high school students with a supercharged social studies curriculum that gets beyond facts. Big History Project is a social studies course that emphasizes skill development as students draw mind-blowing connections between the past, present, and future. BHP delivers a big-picture look at the world and helps students develop a framework to organize what they're learning both in and out of school. Students will have a better understanding of how we got here, where we're going, and how they fit in. It's a place that was 13.8 billion years in the making.

Student Leadership and Community Involvement

Offered: Public Service Academy @ Cherryville High School

This course will have two major components based on the name of the course. The first will be to have students learn about themselves and their roles as leaders in our school and community. The second is getting involved with community leaders to complete service projects benefiting the community. This course will tie together the need for our students to be role models for their peers as well as those children in grade levels below them and give back to a community that proudly supports us in many ways.

Teen Leadership Development I (Standard or Honors)

Offered: Leadership Academy @ North Gaston High School

Teen Leadership Development is based on the framework of Stephen Covey's "The 7 Habits of Highly Effective Teens". Students are given the opportunity to learn, discuss, apply and teach the 7 Habits. It is a highly interactive course with group discussions, partner collaboration, and project-based learning.

Teen Leadership Development II (Standard or Honors)

Offered: Leadership Academy @ North Gaston High School

Teen Leadership Development II is based on "Find Your Voice" which is the second course in the Leader In Me framework. In this course students learn and master skills that will enable them to express their voice at school, at home, online, in a work setting, and on a team. The course is designed to enable students to see their present worth and future potential. This happens as they learn and apply practical skills needed for career and life success.

Teen Leadership Development III (Standard or Honors)

Offered: Leadership Academy @ North Gaston High School

Teen Leadership Development III is based on "Take Charge" which is the third course in the Leader In Me framework. In this course, students learn and master skills that will enable them to take control of their lives and futures. They will learn about weekly planning, financial literacy, study skills, and college test prep, among other topics.

Teen Leadership Development IV (Standard or Honors)

Offered: Leadership Academy @ North Gaston High School

Teen Leadership Development IV is about Inspiring Others. Inspire Others is a leadership-readiness course where students will use the principles behind The 4 Roles of Great Leaders and The Speed of Trust to become leaders of self and others. Students will practice and apply strategies to build consensus, create and empower functional teams, implement appropriate structures and processes, and manage projects through to completion

---

GCS Health/PE Course Descriptions

Health/Physical Education I

Offered: A, BC, C, EG, F, GVA, ECMS, HST, HH, NG, SP, SC, W

This course is required by the state of North Carolina for high school graduation and must include instruction in both health and physical education. Topics include: Adult, child, and infant CPR, responding to an emergency, first aid basics, assessing personal health status, stress management, interpreting and analyzing the importance of various health risks, nutrition/weight management, substance abuse, personal fitness skills, recreational dance, and game/sport skills.

Team Sports

Offered: A, BC, C, EG, F, HST, HH, NG, SC, SP, W

PREREQUISITE*(s): *Health/PE

This unit is designed as an elective for those students who are extremely interested in developing skills and aptitude for team sports. Game competition, officiating, skills, and game strategy are developed. Examples of team sports are basketball, volleyball, softball, soccer, and track & field.

Individual Sports

Offered: BC, HH, F, W

PREREQUISITE*(s): *Health/PE

This is a course enabling students to develop skills and interest in lifetime physical activities. Tennis, golf, bowling, and badminton are examples of lifetime activities.

Sports Medicine/Athletic Training (multiple levels available / Standard or Honors)

Offered: BC, EG, HH, NG

PREREQUISITE*(s): *Health/PE

This course was developed for those students who have the desire to pursue sports medicine, first aid, and sports management skills.

**Schools listed may offer only standard, only honors, or both levels of this course*

Body Wellness I – IV

Offered: A, C, F, GVA, HST, HH, NG, SC, SP, W

PREREQUISITE*(s): *Health/PE

Body Wellness is a total fitness course which implements lifetime activities through nutrition, weight training, aerobics, plyometrics and jogging, all of which enable students to develop mentally and emotionally. Students may take more than one level of this course.

Weight Training I, II, III, IV AB

Offered: BC, EG

Weight Training was designed to provide each student with the knowledge needed to understand the importance of strength and fitness training. Students will improve their muscle strength and endurance, gain knowledge of equipment and safety procedures with free weights and machine weights. Students will understand the importance of setting goals for personal improvement and achievement, and will leave the class with a lifelong understanding of how to maintain adequate physical fitness for a healthy lifestyle

**Schools listed may not offer all 4 levels.*

Women's Wellness I & II

Offered: A, BC, F, HH, HST, NG, SP, SC

Women's Wellness is a total fitness class that implements the health-related components of fitness, motor skills, and movement concepts through aerobic training, weight-lifting, and core workouts to enable women to develop and improve their mental, physical, and emotional health.

Aerobics & Recreational Dance

Offered: A, C

PREREQUISITE*(s): *Health/PE

Aerobics -This unit is designed for the student who is interested in achieving a better fitness level through the use of a variety of exercise techniques such as pilates, yoga, Zumba, and weight training. Students' overall well-being will be emphasized through further study in the areas of nutrition and human anatomy.

Advanced Physical Education (multiple levels available)

Offered: A, BC, C, EG, F, HH, HST, NG

This class is designed to advance the knowledge and skill of students with an interest in the sport of baseball and fast-pitched softball. Students will study, design, and take an active role in implementing such topics as skill development, sport-specific physical training, fundraising, field maintenance, college selection, and the recruiting process. Students will be required to obtain a written recommendation from a prior physical education teacher.

Turf Field Management Honors

Offered: BC, C, EG, NG, SC

This class is designed to teach technical knowledge and skills for entry-level positions in the athletic turf management industry. Students will learn the principles and practices involved in establishing, managing, and maintaining grass areas for athletic fields. This hands-on class will include pest management, fertilization, seeding, maintenance, and ornamental weed control. Students will complete a final project that requires them to design an athletic field and its maintenance program. This course requires a positive recommendation from a prior physical education teacher or coach.

Crosstraining

Offered: HH

Students will perform high-intensity functional movements throughout the semester to improve fitness and lifelong health. All students' fitness levels will be assessed pre and post-semester.

Physiology and Fitness of Well-Being - Honors

Offered: A, C, EG

This course is designed to challenge highly motivated individuals to understand, apply, and achieve levels of improvement in personal fitness and nutrition. Through the use of various technology tools, students will collect data, chart, and analyze their personal levels of physical fitness centered on the 5 Components of Health-Related Fitness. The course will allow students to create and implement personal fitness plans for the course by using the FITT formula. Various self-assessments and analyses will be conducted through reflectively writing those changes that occur in body composition. Students will develop a deeper understanding of the correlation between exercise, nutrition, and its lifetime benefits such as the curtailing of obesity and type II diabetes. Students will explore at an intense level the following: Trifit System, heart monitors, core strength training, and research-based topics.

Physical Education Pupil Instruction (PEPI) - Honors

Offered: HH

Physical Education Pupil Instruction (PEPI) is a site-based class designed to introduce students to the teaching profession. Students will be introduced to core topics such as lesson planning, physical education, classroom management, and safety. Students will then apply the previous core topics by leading an elementary school physical education class. Students completing the course will gain valuable experience in leadership, communication skills, and community service.

Sports Management - Honors

Offered: BC, HH

The Sports Management course is designed to provide students with the opportunity to learn about the components of managing an effective athletic program. Students will learn essential aspects of project management, event management, facility and equipment management, athletic event scheduling, marketing, customer service, athletic compliance rules, and regulations, among other topics. Students will examine sports management from multiple perspectives, including high school, college, and professional sports. In addition to traditional classroom learning activities, students will gain hands-on experience by assisting the Athletic Director in some operational aspects of the Athletic Department. Examples of hands-on opportunities include event and facility set-up and management, preparation for special events, etc.

GCS Visual Arts Course Descriptions

The N.C. Arts Education Essential Standards reflect four levels of proficiency for high school arts education courses - visual art, band, chorus, theater arts, and dance. The Essential Standards establish what students should know and be able to do as a result of instruction at each proficiency level - beginning, intermediate, proficient, and advanced. Because of the broad base of knowledge and skills involved in creating, performing, understanding, and responding to the arts, learning and experiences must occur in a sequential manner.

The Beginning and Intermediate levels build the foundation for student success in continuing course work at the Proficient and Advanced levels. Students who take courses at the Proficient or Advanced levels enter those studies having completed a minimum of 270-300 hours of instruction in a particular arts discipline such as visual art, band, chorus, theater arts, and dance. Students must apply their skills and understanding of the discipline in increasingly complex, sophisticated, and challenging ways. Course work at the Proficient and Advanced levels aligns with the State Board of Education policy regarding academic rigor and receives honors credit.

Students have the option of studying a particular arts discipline as an area of interest or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. More information is available at
https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/arts-education/standard-course-study-supporting-resources

Visual Arts – Beginning

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SC, SP, W

This is an introductory level course for students with little to no visual art experience. The course focuses on art fundamentals including the elements of art and principles of design and composition. art process may include drawing, painting, ceramics, sculpture, printmaking, textile design, and art history.

Visual Arts – Intermediate

Offered: A, BC, C, EG, F, GVA, HST, HH, NG, SC, SP, W

PREREQUISITE*(s): *Art - Beginning or Teacher Recommendation

This course offers an in-depth exploration of art processes with emphasis on elements and principles of design and composition. The course is for students who have completed a K-8 progression in visual arts education or mastered beginning level high school standards for visual arts.

Visual Arts – Proficient Honors

Offered: A, BC, C, EG, F, HST, HH, NG, SC, SP, W

PREREQUISITE*(s): *Art - Intermediate or Teacher Recommendation

This advanced-level course demands a higher level study of art and focuses on originality, craft, and aesthetics. The course with students creating a finished work, portfolio, or sketchbook/journal. Students specialize in two-dimensional or-dimensional activity and participate in painting, pottery, sculpture, graphic design, and print-making. Self-reliance is emphasized. The course also focuses on art history. The course is for students who have achieved intermediate-level high school standards for visual arts.

Visual Arts – Advanced Honors

Offered: A, BC, C, EG, F, HST, HH, NG, SC, SP, W

PREREQUISITE*(s): *Art - Proficient or Teacher Recommendation

This course involves in-depth knowledge and development of art processes, media, and history. Students should demonstrate greater mastery of skills and processes with emphasis on sketchbook/journal and portfolio development. Students are expected to initiate learning and demonstrate leadership and expertise in art. The course is for students who have achieved proficient level high school standards for visual arts. Students who complete the course receive honors credit.

Art Sculpture

Offered: F, NG

PREREQUISITE*(s): *Teacher Recommendation

This course is an intense and advanced study of 3-D design. Students will explore in-depth clay, wire, paper maché, cement, assemblage, and alternative 3-D design and construction techniques. This course is recommended as a prerequisite for students seeking 3-D Design AP credit.

AP Studio Art: Drawing

Offered: A, F, NG

PREREQUISITE*(s): *Teacher Recommendation

Advanced Placement Drawing is designed by the College Board to meet a national standard for performance in visual arts. The course is rigorous and reflects first-year college-level standards resulting in a proficient product in the form of a submitted portfolio. The Drawing Portfolio is designed to address a broad interpretation of drawing issues and media. The range of marks used to make drawings, the arrangement of those marks, and the media and materials used to make the marks are explored. Works that are abstract, observational, and inventive are encouraged to meet the portfolio criteria. The Drawing Portfolio contains a three-section structure, which requires a student to show a fundamental competence and range of understanding in visual concerns and methods. The quality sections require a student to submit five works that best exhibit a synthesis of format, technique, and content. The Concentration Section requires the student to demonstrate a depth of investigation focusing upon one theme or concept (12) works. Emphasis is placed upon the growth and development of this theme. The Breadth Section requires the student to demonstrate a range of media experiences and accomplishments in a variety of formats and techniques resulting in (12) works. All student work should reflect knowledge of art history and aesthetics as well as evidence of conceptual, intellectual, perceptual, expressive, and technical range. Specifics are available at www.apcentral.collegeboard.com.

AP Studio Art: 2D Design

Offered: A, C, F, HH, NG

PREREQUISITE*(s): *Teacher Recommendation

Advanced Placement 2D Design is designed by the College Board to meet a national standard for performance in visual arts. The course is rigorous and reflects first-year college-level standards resulting in a proficient product in the form of a submitted portfolio. The 2D portfolio is designed to address a broad interpretation of design issues and media which includes but is not limited to graphic design, weaving, painting, digital images, printmaking, illustration, and collage. Upon completion, students will demonstrate a firm knowledge and application of the principles and elements of design. Works that are abstract, observational, and inventive are encouraged to meet the portfolio criteria. The 2D design portfolio contains a three-section structure, which requires a student to show a fundamental competence and range of understanding in visual concerns and methods. The quality sections require a student to submit five works that best exhibit a synthesis of format, technique, and content. The Concentration Section requires the student to demonstrate a depth of investigation focusing upon one theme or concept in 12 works. Emphasis is placed upon the growth and development of this theme. The Breadth Section requires the student to demonstrate a range of media experiences and accomplishments in a variety of formats and techniques resulting in 12 works. All student work should reflect knowledge of art history and aesthetics as well as evidence of conceptual, intellectual, perceptual, expressive, and technical range. Specifics are available at www.apcentral.collegeboard.com.

AP Studio Art: 3D Design

Offered: A, F, NG

PREREQUISITE*(s): *Teacher Recommendation

Advanced Placement 3D Design is designed by the College Board to meet a national standard for performance in visual arts. The course is rigorous and reflects first-year college-level standards resulting in a proficient product in the form of a submitted portfolio. The 3D design portfolio is designed to address a broad interpretation of 3D design issues and media which includes but is not limited to wire, paper, found object, paper mache, clay, plaster, weaving, bookmaking, and assemblage. Upon completion, students will demonstrate a firm knowledge and application of mass, volume, form, depth, and space. 3D works that are abstract, observational, inventive, functional and non-functional, additive and subtractive are encouraged to meet the portfolio criteria. The 3D design portfolio contains a three-section structure, which requires a student to show a fundamental competence and range of understanding in visual concerns and methods. The quality sections require a student to submit works (five works, two views) that best exhibit a synthesis of format, technique, and content. The Concentration Section requires the student to demonstrate a depth of investigation focusing upon one theme or concept in 12 works. Emphasis is placed upon the growth and development of this theme. The Breadth Section requires the student to demonstrate a range of media experiences and accomplishments in a variety of formats and techniques resulting in eight works, two views. All student work should show knowledge of art history and aesthetics as well as evidence of conceptual, intellectual, perceptual, expressive, and technical range. Specifics are available at www.apcentral.collegeboard.com.

AP Art History

Offered: A

This is a course that will broaden students' understanding of how art has affected and shaped our culture. Through ancient artifacts, marble sculptures, beautiful frescoes, and pristine paintings, students will engage in a fun curriculum that blends historical pieces of art with the modern world.

Ceramics 1

Offered: A, SC, NG

This course is an introductory survey of clay and its position and purpose in art. Students will learn hand-building techniques with low-fire clay. Emphasis is on the use and application of design vocabulary and on the use of Elements and Principles in work created by students. Students will explore the context of ceramics in our world and begin to develop critical responses. Students will create and maintain an artistic journal.

Digital Photography I

Offered: C

Explore digital photography techniques and learn to enhance your images with photo editing software in this studio-based class. Through weekly photography projects combined with critiques and class discussions, you will examine the technical aspects of your work and discuss your work in personal and meaningful ways. Course topics will include composition, the elements and principles of design, and art history.

GCS Theatre Arts Course Descriptions

Theatre Arts – Beginning

Offered: A, C, EG, F, HST, HH, NG, SP, SC

This is an introductory level course for students with little to no theater arts experience. The course develops creativity and spontaneity as students learn the essential vocabulary and processes of theater as well as reading, writing, and researching theater literature, acting, and technical theater. The impact of history and different cultures on the theater is studied. Students apply practical knowledge in informal productions by exploring the concepts of self, body and voice work, improvisation, and techniques. Students also create a portfolio or collection of work and related activities that can develop with subsequent theater arts courses.

Theatre Arts – Intermediate

Offered: A, F, HST, HH, NG, SP, SC

PREREQUISITE*(s): *Theatre Arts – Beginning or Teacher Recommendation

This course continues the exploration of theater arts with a detailed study of theater vocabulary, reading and writing of theater literature, acting and technical theater. Students critique their work and that of other students as well as that generated throughout history by various cultures. The study continues in the concepts of self, body and voice work, improvisation, and acting techniques through formal and informal productions. Students add to their portfolio or collection of work and related activities. The course is for students who have completed a K-8 progression in theater arts education or achieved beginning level high school standards for visual arts.

Theatre Arts – Proficient Honors

Offered: A, F, HST, HH, NG, SP, SC

PREREQUISITE*(s): *Theatre Arts – Intermediate or Teacher Recommendation

This course is performance-based, and students are continually involved in the production of teacher- and student-directed performances. Students apply their knowledge of theater history, acting techniques, skills and processes, and technical theater. Students must be dedicated and serious-minded. The course is for students who

have achieved intermediate-level high school standards for theater arts.

Theatre Arts – Advanced Honors
Offered: A, F, HST, HH, NG, SP, SC
PREREQUISITE*(s): *Theatre Arts – Proficient or Teacher Recommendation
This course is performance-based and service-oriented. Students responsibly coordinate school and community theater activities in addition to competition performances. All aspects of previous theater arts experience are utilized to the fullest. Students are required to initiate learning and accomplishment and demonstrate leadership and expertise in theater arts. The course is for students who have achieved proficient level high school standards for theater arts.

Technical Theatre (multiple levels available)
Offered: HH, NG, SP, SC
PREREQUISITE*(s): *Teacher Recommendation
Students manage all phases of theater and video production work. Students have major supervisory positions on school productions such as set designer, lighting director, costume coordinator, property manager, stage manager, technical director, or make-up artist. Students gain experience working with video equipment and computers.

GCS Band Course Descriptions

Band – Beginning/Intermediate
Offered: A, BC, C, EG, F, HST, HH, NG, SC, SP
The Beginning Band and Intermediate Band courses focus on the development of skills in improvising, composing, and arranging music and listening to, analyzing and evaluating musical experiences. Students develop and demonstrate appropriate instrumental practices. Marching and the performance of concert literature is an extension of instrumental music study. Students have opportunities to demonstrate their performance skills in many venues at the high school level including football games, parades, concerts, off-campus programs, and competitions. Attendance at all after-school rehearsals and performances is expected.

Band – Proficient Honors
Offered: A, BC, C, EG, F, HST, HH, NG, SC, SP
PREREQUISITE*(s): *Band - Intermediate
This course extends the goals and objectives of Intermediate Band as a foundation for advanced proficiency in performance, conducting, listening, appreciation, history, analyzing, composing, use of current technology, and research culminating in written reports. Students will play instrumental literature at Levels IV-V, which requires well-developed technical skills, attention to phrasing, interpretation, and the ability to perform various meters and rhythms in different keys. The course is for students who have achieved intermediate level high school standards for band.

Band – Advanced Honors
Offered: A, BC, C, EG, F, HST, HH, NG, SC, SP
PREREQUISITE*(s): *Band - Proficient

This course extends the goals and objectives of the Band -Proficient course as a foundation for advanced proficiency in band performance, conducting, listening, appreciation, history,, composing, the use of current technology and research culminating in written reports. Students will play instrumental literature at Levels V-VI, which requires advanced technical and interpretive skills, the ability to perform in various and unusual meters and keys, complex rhythms, and subtle dynamics. The course is for students who have achieved proficient level high school standards for band.

Concert Band

Offered: A, BC, C, EG, F, HST, HH, NG, SC, SP

PREREQUISITE*(s): *Teacher recommendation

Concert band is designed to emphasize skills in the fundamentals of theory, interpretation, and instrumental mastery as related to one's instrument. Students learn about music history and theory through the performance of various forms, styles, and periods of music literature. Attendance at all competitions and concerts is required. Students must be enrolled in band and concert band.

Leadership in Band

Offered: A, BC, C, EG, F, NG

This course is open to juniors and seniors who are interested in being instrumental tutors and in learning about the organization and upkeep of the band program

Color Guard

Offered: BC, C, F, NG, SP, SC

PREREQUISITE(s): Band director approval

This course is designed for students who wish to participate in the color guard of the marching band during the fall semester. An audition process in the preceding spring semester is required. Summer band practice and evening practices during the fall semester are required. Students must be able to work well with others, follow complicated routines using various props, and perform these routines in front of crowds.

Jazz Ensemble A – I, II, III, IV

Offered: EG, F, HH, SC, SP

PREREQUISITE*(s): *Band director approval

These courses focus on the study and performance of jazz literature. Standard and original compositions are studied and performed to allow students an opportunity to understand musical interpretation and technical devices employed in the music of the jazz genre. Rhythm, form, and harmony are key to the study of instrumental music as it relates to each instrument.

Jazz Ensemble B – I, II, III, IV

Offered: EG, F, HH, SP

PREREQUISITE*(s): *Band director approval

These courses focus on the study and performance of jazz literature. Standard and original compositions are studied and performed to allow students an opportunity to understand musical interpretation and technical devices employed in music of the jazz genre. Rhythm, form, and harmony are key to the study of instrumental music as it relates to each instrument.

Percussion Class

Offered: A, BC, C, EG, HST, HH, NG, SC, SP

PREREQUISITE*(s): *Band director recommendation

Students study all areas of percussion including snare drum, cymbals, mallets, and auxiliary percussion instruments. Concentrate on the performance, history, theory, repair, care, and terminology of each instrument. Students enrolled in this course are expected to participate in marching band.

Guitar I (grades 10-12)

Offered: C, GVA, HH

PREREQUISITE*(s): *Consent of Instructor

Introductory classroom instruction in the art of classical, folk, and popular guitar playing: solo and ensemble performance, technique, music reading, interpretation, chord symbols, song accompaniment patterns, stage etiquette, and music literature.

Guitar II (grades 10-12)

Offered: C, HH

PREREQUISITE*(s): *Guitar I

This course extends the goals and objectives on Guitar I. Classroom instruction in the art of classical, folk, and popular guitar playing: solo and ensemble performance, technique, music reading, interpretation, chord symbols, song accompaniment patterns, stage etiquette, and music literature.

GCS Chorus Course Descriptions

Chorus – Beginning

Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC

This is an introductory level course for students with little to no choral music experience. Time is spent on proper vocal technique, including breathing, tone quality, and sight-reading. Students have an opportunity to perform at local and regional chorus competitions. Good attendance and participation in performances are required.

Chorus – Intermediate

Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC

PREREQUISITE*(s): *Chorus – Beginning or Teacher Recommendation

This course is designed for the students of above-average vocal ability. Much time is spent on cultivating a technically correct singing voice. Students have an opportunity to perform at local and regional chorus competitions. Good attendance and performances are required. The course is for those who have completed a K-8 progression in choral music education or achieved beginning level high school standards for choral music.

Chorus – Proficient Honors

Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC

PREREQUISITE*(s): *Chorus – Intermediate or Teacher Recommendation

This course extends the goals and objectives of Intermediate Chorus Music as a foundation for advanced proficiencies in, conducting, listening, music appreciation/history, composing, use of current technology, and research culminating in written reports. Students have opportunities to perform as part of a chamber choir and/or as a soloist, must demonstrate proficiency of major and minor scales, and are expected to excel at the highest level of musicianship. Good attendance and participation in local and regional performances are required. The course is for students who have achieved intermediate-level high school standards for choral music.

Chorus – Advanced Honors

Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC

PREREQUISITE*(s): *Chorus – Proficient or Teacher Recommendation

This course extends the goals and objectives of Proficient Chorus Music as a foundation for advanced proficiencies in, conducting, listening, music appreciation/history, composing, use of current technology, and research culminating in written reports. Students have opportunities to perform as part of a chamber choir and/or as a soloist, must demonstrate proficiency of major and minor scales, and are expected to excel at the highest level of musicianship. Good attendance and participation in local and regional performances are required. The course is for students who have achieved level high school standards for choral music.

Music Specialization

Offered: A, BC, F, HH, HST, NG

This course is a study of the basics of music and concentrates on providing an approach to perceptive listening and an introduction to musical elements, forms, and style periods. The course also includes discussions about composers with an emphasis on stimulating curiosity and enthusiasm. The class is designed to heighten a student's love and appreciation of music.

Musical Theater

Offered: EG, NG

In this course, students will study the musical theater genre and rehearse/perform scenes and songs from the genre. Students will enhance their ability to understand, appreciate, and discuss the musical theater genre through viewing, performing, and discussing musical theater works. They will develop an understanding of basic written music theory as it applies to musical theater, common theater terminology as it relates to performance and production, genre specific performance practices, history of the musical theater genre, and important major works in the musical theater genre. Students will perform songs and scenes from the musical theater genre and work the the teacher and peers to improve performance in a rehearsal setting. They will also analyze specific major works in terms of music, plot, characters, set and costuming, and other parameters specific to each major work.

AP Music Theory

Offered: BC, C, F

PREREQUISITE*(s): *Teacher recommendation

The Advanced Placement Music Theory course is designed by the College Board to meet a national standard for performance in music theory. The course is rigorous and should reflect the scope of work that would be equivalent to first-year college-level standards in music theory. The course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, composition, history, and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are an important part of music theory though they may also be

taught as separate courses. The student's ability to read and write musical notation is fundamental to this course. It is assumed that the student has acquired at least basic performance skills in voice and/or on an instrument. Students will develop aural skills, sight-singing skills, written skills, compositional and analytical skills with an expectation of mastery of rudiments and terminology of music including notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns. These skills should be addressed through to a wide variety of music including not only music from the standard Western tonal repertoire but also contemporary jazz, popular music, and the music of non-Western cultures. The AP examination assumes fluency in reading musical notation and a grounding in music fundamentals, terminology, and analysis. Specifics are available at www.apcentral.collegeboard.com.

Gaston County Choral Ensemble – A & B

Offered: A, BC, C, EG, F, HST, HH, NG, SC, SP

PREREQUISITE*(s): *Audition

The Gaston County Choral Ensemble is comprised of students each of the ten high schools. Meeting once weekly, the Ensemble performs numerous times throughout the year. A member obtains admission through a competitive audition and must be enrolled in a school choral music program both semesters. This course is not weighted. Grades received in this course will be reported on the report card and transcript, but will not be calculated in the GPA or class rank.

GCS Dance Course Descriptions

Dance – Beginning

Offered: EG, HH, W

This is an introductory level course for students with little to no dance experience. The course is an opportunity for students to study the art of modern dance. Three days per week, students participate in an activity class with a concentration on developing skills in technique, choreography, and improvisation. The other two days are devoted to studying dance history and appreciation in a classroom setting.

Dance – Intermediate

Offered: EG, HH

PREREQUISITE*(s): *Dance – Beginning or teacher recommendation

This course is for students who are serious about the art of dance. There is an in-depth study of American modern dancers and their techniques as well as dance criticism and appreciation. The development of student work through improvisation and choreography is a strong concentration and student performance is encouraged. The course is for students who have completed a K-8 progression in dance education or achieved beginning level high school standards for dance.

Dance – Proficient Honors

Offered: EG, HH

PREREQUISITE*(s): *Dance – Intermediate or teacher recommendation

This course concentrates on dance as a creative art form and on advanced technique building, creation of dance choreography, and the study of dance history. Students have the opportunity to devote time to the formal study of

dance, build a strong technique base, develop strength, flexibility, and endurance. The course is for students who have achieved level high school standards for dance.

Dance – Advanced Honors
Offered: EG, HH
PREREQUISITE*(s): *Dance – Proficient or teacher recommendation
This course concentrates on building technique, refining skills in choreography and performance, and studying the development of dance during the 20th century and in the contemporary era. Students explore the purpose of dance, dance genres and style, artistic conflict and resolution, innovations, social issues, technological applications and significant contributors to dance. In addition to offering advanced training for those students who wish to focus on dance performance, this course provides a solid foundation for students to pursue the academic study of dance. This course is for students who have achieved proficient level high school standards for dance.

Choreography and Performance Dance
Offered: HH
PREREQUISITE*(s): *Beginning Dance or teacher recommendation
Students focus on the technique from several cultural dance styles that characterize our dance world. Artists will draw freely on all traditions that have developed through the centuries. The class will include repertory pulling from various dance forms to be presented in single choreographic works for the whole group and small groups. Student projects will include three dance critiques, one professional/school audition with summation, two two-to-three minute choreographed pieces (teacher approval), participation in at least 4 community performances and/or competitions (which are after school hours), execution of beginning level Ballet and Jazz technique steps, and a final paper on two choreographers within the same dance idiom (five source minimum). Participation and teacher approval is mandatory. Attendance at all competitions and concerts is required.

GCS Broadcasting Course Descriptions

Television Broadcasting Production I
Offered: EG, F, GEC, HST, HH, SP
PREREQUISITE*(s): *Teacher approval
Students in this course learn television vocabulary, the basics of camera operation, lens settings, lighting, audio, and scriptwriting. They also learn interview and announcing techniques. Emphasis is placed on behind-the-scenes and on-camera activities through the production of spots and specials aired during the daily broadcast. Students also learn the use of storyboards, linear editing, and voiceover dubbing. Due to space, this course may be limited to juniors and/or seniors at some schools.

Television Broadcasting Production II
Offered: EG, F, HH, HST, SP
PREREQUISITE*(s): *Television Broadcasting I and teacher approval
Students in this course learn to use a Teleprompter, do advanced editing, and improve their announcing skills. They

also learn timing, directing, multi-camera shoots, and more advanced lighting and sound techniques. Students work with teachers to produce instructional videos and edit tapes for classroom use. Space requirements may limit this class to juniors and/or seniors at some schools.

Leadership in Media I & II - Honors
Offered: A, C, F HST, SP, SC
PREREQUISITE*(s): *Teacher approval; an application may be required
Along with technical instruction on the use of cameras and editing equipment, this program also includes a meaningful focus on understanding the role of journalism in society and developing broader communication skills, including listening, asking questions, public speaking, and finding, analyzing and evaluating the quality of information. This class uses the best practices of project-based learning to build engaged and digitally-literate young citizens as they learn to report on important issues in their community through creating impactful video reports.

GCS JROTC Program Descriptions

Air Force JROTC/Aerospace Science
Offered: A
PREREQUISITE*(s): *To advance to further courses, a student must successfully complete the previous Aerospace levels.
Air Force Junior ROTC is a citizenship program for students in grades 9-12 that encourages community involvement. Students wear a uniform once a week and must meet dress and appearance standards. Leadership education and physical education component are included in all courses. The program is enhanced by activities such as field trips, drill teams, honor guard, and model rocketry. The courses focus on the development of citizenship and leadership. There is no military obligation for this program nor does the program have a recruiting agenda.

Air Force JROTC Staff Management Procedures - Honors
Offered: A
PREREQUISITE*(s): *Successful completion of AerospaceScience I and II with an 80% of higher. Application required and approval of the AFJROTC instructors.
Effective application of leadership principles and styles allows leaders to successfully provide purpose, direction, and motivation to influence people to accomplish organizational missions, goals, and objectives. This course will be offered to a select few cadets who meet firm prerequisites. Only cadets who are competitive for top university and U.S. Military academy admission and/or ROTC scholarships will be accepted into this course.

Army JROTC
Offered: HH, NG
Army Leadership Education, and Training, preparing high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It provides basic level skills with emphasis on citizenship, communications, and leadership principles.

Naval Science Program

Offered: SP

Navy Junior ROTC is a citizenship and leadership development program for students in grades 9-12. Navy JROTC teaches students about the U.S. military and uses community involvement, specialized training, and team competitions to help students develop their character and leadership skills. The Naval Science curriculum is a four-year program. The curriculum also presents a variety of topics unique to the Navy JROTC program.

Marine Corps JROTC

Offered: EG

MCJROTC instruction includes the development of good habits/attitudes, problem-solving techniques, essential characteristics for success, civic/group leadership, and planning to meet the challenges of adult life. Cadets study military orientation/organization, Marine Corps customs, traditions, courtesies, Department of Defense, and National Security Organization. There is instruction and participation in basic drills, the Manual of Arms, and parades/inspections. Cadets study first-aid/personal hygiene and some units offer a CPR course. Personal Grooming standards must conform with Marine Corps regulation.

GCS World Language Course Descriptions

Spanish I

Offered: All High Schools

Spanish I introduces students to the basic communication skills of speaking, listening, reading, and writing with an emphasis on speaking and listening. Students study extensive grammar, vocabulary, and culture.

Spanish II

Offered: All High Schools and GO!

PREREQUISITE*(s): *Spanish I

The goal of Spanish II is to help students further develop the ability to understand and use both the spoken and written forms of Spanish. The study of grammar, which began in Spanish I, emphasizes verbs, verb tenses, pronouns, and vocabulary as a means of learning to communicate better. Students use Spanish in class for conversations and discussions. They also learn more about Spanish customs and daily life.

Spanish III Honors

Offered: All High Schools and GO!

PREREQUISITE*(s): *Recommended grade of 80 or higherin Spanish II

Students continue developing skills learned during the first two years of the language with the addition of advanced grammar and vocabulary to improve their ability to communicate orally and in writing. Emphasis is placed on reading as a means of learning more about the history and culture of the countries where the language is spoken.

Spanish IV Honors

Offered: A, C, EG, F, HST, HH, NG, SC, SP and GO!

PREREQUISITE*(s): *Recommended grade of 80 or higherin Spanish III

Students continue developing skills in listening, speaking, reading, and writing. Emphasis is placed on oral and written communication and advanced literature.

Advanced Placement Spanish Language and Culture

Offered: A, F, HH, SP, and GO!

PREREQUISITE*(s): *Spanish IV Honors w/ recommended final average of 90 or better

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP Spanish Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Spanish language and culture. Specifics are available at www.apcentral.collegeboard.com

French I

Offered: A, NG, SP

French I introduces students to the basic communication skills of speaking, listening, reading, and writing with an emphasis on speaking and listening. Students study extensive grammar, vocabulary, and culture.

French II

Offered: A, NG, SP

PREREQUISITE*(s): *French I

The goal of French II is to help the student further develop abilities to understand and use both the spoken and written forms of French. The study of grammar, which began in French I, emphasizes verbs, verb tenses, pronouns, and vocabulary as a means of learning to communicate better. Students use French in class for conversations and discussions. They also learn more about French customs and daily life. From previous experience, the teacher may recommend the appropriate instructional level. It is highly recommended that enrollment occurs in three or more consecutive years with the senior year concluding the study.

French III Honors

Offered: A, NG, SP

PREREQUISITE*(s): *Recommended grade of 80 or higherin French II

Students continue developing skills learned during the first two years of the language with the addition of advanced grammar and vocabulary to improve their ability to communicate orally and in writing. Emphasis is placed on reading as a means of learning more about the history and culture of the countries where the language is spoken.

French IV Honors

Offered: A, SP

PREREQUISITE*(s): *Recommended grade of 80 or higherin French III

Students continue to develop skills in listening, speaking, reading, and writing. Emphasis is placed on oral and written communication and advanced literature.

AP French Language and Culture

Offered: A

PREREQUISITE*(s): *Recommended final grade 90 or better in French IV Honors

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP French Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in French language and culture. Specifics are available at www.apcentral.collegeboard.com

German I

Offered: A, F

German I introduces students to the basic communication skills of speaking, listening, reading, and writing with an emphasis on speaking and listening. Students study extensive grammar, vocabulary, and culture.

German II

Offered: A, F

PREREQUISITE*(s): *German I

This course helps the student further develop abilities to understand and use both the spoken and written forms of German. The study of grammar, which began in German I, emphasizes verbs, verb tenses, pronouns, and vocabulary as a means of learning to communicate better. Students use German in class for conversations and discussions. They also study German customs and daily life.

German III Honors

Offered: A, F

PREREQUISITE*(s): *Recommended grade of 80 or higherin German II

Students continue developing skills learned during the first two years of the language with the addition of advanced grammar and vocabulary to improve their ability to communicate orally and in writing. Emphasis is placed on reading as a means of learning more about the history and culture of the countries where the language is spoken.

German IV Honors

Offered: A, F

PREREQUISITE*(s): *Recommended grade of 80 or higherin German III Honors

Students continue developing skills in listening, speaking, reading, and writing. Emphasis is placed on oral and written communication and advanced literature.

AP German Language and Culture

Offered: A, F

PREREQUISITE*(s): *Recommended grade of 90 or higherin German IV Honors

The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP German Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in German language and culture. Specifics are available at www.apcentral.collegeboard.com

Mandarin Chinese I

Offered: F, HH

Mandarin Chinese I introduces students to basic communication skills of speaking, listening, reading, and writing with an emphasis on speaking and listening. The language will be learned through integrated cultural activities.

Mandarin Chinese II

Offered: F, HH

PREREQUISITE*(s): *Mandarin Chinese I

Mandarin Chinese II is a continuation of Mandarin Chinese I. Students will further develop their abilities to understand and use the spoken and written target language. An interactive approach through various strategies using student groupings and activities will be the emphasis of learning Mandarin Chinese.

Mandarin Chinese III Honors

Offered: F, HH

PREREQUISITE*(s): *Recommended grade of 80 or higherin Mandarin Chinese II

In this honors course, students continue their development of proficiency in listening, speaking, reading, and writing Mandarin Chinese. Emphasis is placed on using these skills in a realistic context, especially communicating with native speakers of the language and studying the culture of countries where the language is spoken.

Mandarin Chinese IV Honors

Offered: F

PREREQUISITE*(s): *Recommended grade of 80 or higherin Mandarin Chinese III Honors

In this honors course, students continue developing skills in listening, speaking, reading, and writing. Emphasis is placed on oral and written communication and advanced literature.

Latin I & II

Offered: GO!

Latin I and II introduces students to the basic communication skills of speaking, listening, reading, and writing with

an emphasis on reading and writing. Students study extensive grammar, vocabulary, and culture.

Career & Technical Education (CTE) Program

North Carolina high school students must meet Future Ready core graduation requirements. These requirements include electives for students to complete a concentration in an area of special interest such as Career and Technical Education (CTE). The availability of courses within the CTE Pathways varies per high school in Gaston County. Contact your high school counselor and/or career development coordinator for specific course offerings.

GCS CTE Internship/Advanced studies Course Descriptions

Career & Technical Education Internship
Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC
PREREQUISITE(s): Placement by Career Development Coordinator or CTE teacher
Interested students should contact their school's career development coordinator.
A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

Career & Technical Education Advanced Studies (Standard or Honors)
Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC
PREREQUISITE*(s): *Two technical credits in one Career Pathway.
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st-century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Accounting (ACCT) Pathway Course Descriptions

Accounting I – (Standard or Honors)
Offered: A, HST
PREREQUISITE(s) None
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.

Accounting II – Inherently Honors
Offered: A, HST
PREREQUISITE*(s): *Accounting I
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.

Adobe Academy (ADAC) Pathway Course Descriptions

Adobe Visual Design I (Standard or Honors)
Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC
PREREQUISITE(s): None
In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. English language arts are reinforced.

Adobe Visual Design II (Standard or Honors)
Offered: A, F, HST, SP, SC
PREREQUISITE(s): Adobe Visual Design I
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. English language arts are reinforced.

Adobe Digital Design I(Standard or Honors)
Offered A, BC, C, F, SP, SC HST
PREREQUISITE(s): None
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 (Standard or Honors)
Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC
PREREQUISITE(s): None

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for successful discovery and navigation of exciting career possibilities in the Arts, A/V Technology, and Communications cluster.

Advanced Manufacturing (ADMA) Pathway Course Descriptions

Advanced Manufacturing I (Inherently Honors)
Offered: BC, HH
PREREQUISITE*(s): *None
This course is the first part of a two-part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers introduction to manufacturing, safety, and equipment maintenance and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers.
Topics included in this course include Introduction to Advanced Manufacturing, Communications, Production Teams, Training and Leadership, Safety Organization, Personal Protective Equipment, Fire and Electrical Safety, Work Area Safety, Hazardous Material Safety, Tool and Machine Safety, Material Handling Safety, Welding, Basic Electrical Circuits, Electrical Measurement, Electrical Power, Pneumatic, Power Systems, Hydraulic Power Systems, Lubrication Concepts, Bearings and Couplings, Belt Drives, Chain Drives, Machine Control Concepts, and Machine Automation. English language arts are reinforced.

Advanced Manufacturing II (Inherently Honors)
Offered: BC, HH
PREREQUISITE: *Advanced Manufacturing I*
This course is the second part of a two-part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers quality and processes and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics included in this course include periodic or statistically based internal quality audit activities, calibration of gages and other data collection equipment, continuous improvements, inspection materials and product/process, documentation of quality tests, communication of quality problems, corrective actions used to restore or maintain quality, record process outcomes and trends, fundamentals of blueprint reading, the use of common measurement systems and precision measurement tools, identifying customer needs, determining resources available for the production process, setting up and verifying equipment for the production process, team production goals, making job assignments, coordinating work flow with team members and other work groups, production and material requirements and product specifications, perform, monitor and document the process to make the product, document product and process compliance with customer requirements, and prepare final product for shipping or distribution.

Apparel and Textile Production (ATPR) Pathway Course Descriptions

Apparel and Textile Production I (Standard or Honors)
Offered: A, HH
PREREQUISITE(s): None
In this course students are introduced to the apparel and textile industry in the area of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced.
**For safety reasons, enrollment is not to exceed 20 in this course.*

Apparel and Textile Production II (Standard or Honors)
Offered: A, HH
PREREQUISITE(s): Apparel and Textile Production I
Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills necessary for successful marketing and distribution of an apparel product. Art, literacy, mathematics, science, and social studies are reinforced throughout.
**For safety reasons, enrollment is not to exceed 20 in this course.*

Automotive Services (AUTO) Pathway Course Descriptions

Automotive Service Fundamentals (Standard or Honors)
Offered: A, EG, NG
PREREQUISITE*(s): *None
This course introduces automotive safety, basic automotive terminology, system and 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, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced.
** Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

Automotive Service I (Standard or Honors)
Offered: A, EG, NG
PREREQUISITE*(s): *Automotive Service Fundamentals
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, emphasizing hands-on experience. As part of the ASE Education Foundation accreditation

topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts, science, and mathematics are reinforced.
**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

Automotive Service II (Inherently Honors)
Offered: A, EG, NG
PREREQUISITE*(s): *Automotive Service I
This course builds on the knowledge and skills introduced in Automotive Servicing I and develops 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, emphasizing hands-on experience. As part of the ASE Education Foundation accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced.
**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

Automotive Service III (Inherently Honors)
Offered: EG, NG
PREREQUISITE*(s): *Automotive Service II
This course builds on the skills and knowledge introduced in Automotive Service I and II. Building advanced automotive 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 ASE Education Foundation accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced.
** Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

Biomedical Technology (BTCP) Pathway Course Descriptions

Health Science I - (Standard or Honors)
Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC
PREREQUISITE*(s): *None
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.

Biomedical Technology (Standard or Honors)
Offered: A, BC, EG, F, HST, HH, NG, SP, SC
PREREQUISITE(s): *Health Science I*
This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course.

PLTW Human Body Systems (Inherently Honors)
Offered: EG

PREREQUISITE(s): PLTW Principles of Biomedical Sciences
This course is designed for students to examine interactions of human body systems and apply knowledge to solve real-world medical cases.

Carpentry (CARP) Pathway Course Descriptions

Construction Core (Standard or Honors)
Offered: A, BC, C, F, HH, NG, SP
PREREQUISITE*(s): *None
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 drawings (blueprints), material handling, basic communication skills, and basic employability skills. "Your Role in the Green Environment" is an additional Green module and is "supplemental". If a decision is made to teach this module, its content will provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification.
* *Due to potentially hazardous equipment, a maximum enrollment of 20 is recommended*

Carpentry I (Standard or Honors)
Offered: A, BC, C, F, HH, NG, SP
PREREQUISITE*(s): *Construction Core
This course is designed for students to develop basic carpentry terminology and technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners and adhesives, hand and power tools, reading construction drawings, specifications and layouts, floor system construction procedures, wall systems, and basic stair layout. English language arts and mathematics are reinforced.
**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

Carpentry II - Inherently Honors
Offered: A, BC, C, F, HH, NG, SP
PREREQUISITE*(s): *Carpentry I
This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module. English language arts and mathematics are reinforced.
**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended*

Carpentry III (Inherently Honors)
Offered: A, BC, C, F, HH, NG, SP
PREREQUISITE*(s): *Carpentry II
This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with the 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. English language arts and mathematics are reinforced.
**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended*

Cisco Network Engineering (CNEN) Pathway Course Descriptions

Cisco Network Engineering Technology I - Inherently Honors
Offered: HST
PREREQUISITE(s): None
This course introduces the architecture, structure, functions, components, and models of the internet and other computer networks. The principles and structure of IP addressing and the 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. English language arts, mathematics, and science are reinforced.

Cisco Network Engineering Technology II - Inherently Honors
Offered: HST
PREREQUISITE*(s): *Cisco Network Engineering Technology I
This course describes the architecture, components, and operations of routers and 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 uses the Cisco Routing and Switching Essentials curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced.

Computer Engineering (COEN) Pathway Course Descriptions

CompTIA IT Fundamentals (Standard or Honors)
Offered: HST
PREREQUISITE(s): None
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. English language arts, mathematics, and science are reinforced.

Computer Science Principles (CSPR) Pathway Course Descriptions

Computer Science I (Standard or Honors)
Offered: EGHS, HHHS

PREREQUISITE(s): NONE

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. English language arts, mathematics, and science are reinforced.

COMPUTER SCIENCE II (Standard or Honors)

OFFERED: EGHS, HHHS

PREREQUISITE(s): COMPUTER SCIENCE I

Computer Science II continues developing the concepts introduced in the prerequisite course, Computer Science I, introducing students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Strong communication skills are necessary and English language arts, mathematics, and computer science standards are reinforced.

CULINARY ARTS APPLICATION (CULA) PATHWAY COURSE DESCRIPTIONS

Culinary Arts and Hospitality I (Standard or Honors)

Offered: SC

PREREQUISITE*(s): *None

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. Art, English language arts, mathematics, science, and social studies are reinforced.

** For safety reasons, enrollment not to exceed 20 students.*

Culinary Arts II Applications (Standard or Honors)

Offered: SC

PREREQUISITE*(s): *Culinary Arts and Hospitality I

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and foodservice 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, social studies, and are reinforced.

** For safety reasons, enrollment not to exceed 20 students.*

Culinary Arts & Hospitality III (Standard or Honors)

Offered: SC

PREREQUISITE(s): *Culinary Arts II Applications*

The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.
** For safety reasons, enrollment not to exceed 20 students.*

Dental Science (LCO) Pathway Course Descriptions

Dental Science I (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *None
This course serves as an introduction to the dental field. Students learn dental anatomy and physiology and explore the terminology related to both the dental and medical sides of health services. Dental charting and the numbering systems for teeth are introduced. Infection and hazard control are other units that are included in this course. Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

Dental Science II (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *Dental I
This course is designed to introduce dental students to the materials that are used in a dental office. Students are required to identify and select materials used in the molding of teeth, in filling and crowning teeth, and in all other dental procedures. Students must also learn the proper instruments to use in different procedures. In the second part of this course, the students are introduced to dental pathology including the diagnosis and treatment of oral diseases. Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

Dental Science III (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *Dental II
This course provides students with 135 hours of instruction in the Highland dental facility. Students practice what they were taught in Dental I & II. They prepare to go out into actual clinical sites with dentists and patients. Emphasis is on setting up a dental lab and maintaining it as a suitable site where dental work can be performed. This course will highlight the diagnostic and treatment part of the dental office including the use of dental materials. Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

Dental Science IV (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *Dental III
This course is designed to prepare the students to handle dental office emergencies, including certification in adult/child/infant CPR and first aid. The students also learn the pharmaceutical side of dentistry and are able to

identify different drugs used to treat various conditions in patients. This course deals with preventive dentistry and how the dental profession is working to do more prevention than treating dental disorders. The final part of this course includes sections on coronal polishing, nutrition, fluoride, and patient education. Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

Dental Science V – (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *Dental IV
This course is designed to teach students about the use of radiant energy or x-rays to diagnose and treat dental patients. Students learn different machinery used for taking x-rays and practice setting up the patient for various types of x-rays. Students prepare to go into actual clinical sites with dentists and patients. coursework to include the development of a student portfolio. Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

Dental Science VI – (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *Dental V
This course provides 135 hours of instruction, internship, and labs within the classroom setting and local dental offices. Students sit chairside with a dentist and practice all the professional dental techniques they have learned and practiced in the school setting. Honors coursework includes the completion of a student portfolio. Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

Digital Design and Animation (DIDE) Pathway Course Descriptions

Digital Design and Animation I (Standard or Honors)
Offered: HH, HST, NG
PREREQUISITE(s): None
This course is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build needed skills for subsequent course. English language arts, mathematics, and science are reinforced.

Digital Design and Animation II (Standard or Honors)
Offered: HH
PREREQUISITE(s): Digital Design and Animation I
This course emphasizes 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. 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. English language arts, mathematics, and science are reinforced.

Drafting Architectural (DRFA) Pathway Course Descriptions

Drafting I (Standard or Honors)
Offered: SP
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.

Drafting II – Architectural - Inherently Honors
Offered: SP, HST
PREREQUISITE*(s): *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. English language arts, mathematics, and science are reinforced.

Drafting III – Architectural - Inherently Honors
Offered: SP
***PREREQUISITE*(s): *Drafting II - Architectural. May only be offered in alternate years*.**
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, multi-level floor systems, site development, renderings and walkthroughs, as well as small commercial building and design. English language arts, mathematics, and science are reinforced.

Drafting Engineering (DREN) Pathway Course Descriptions

Drafting I (Standard or Honors)
Offered: HST, SP
PREREQUISITE*(s): *None
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.

Drafting II – Engineering - Inherently Honors
Offered: HST, SP
PREREQUISITE*(s): *Drafting I.

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric- Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling. English language arts and mathematics are reinforced.

Drafting III – Engineering - Inherently Honors
Offered: SP
PREREQUISITE*(s): *Drafting II - Engineering
This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering Drafting and Design, Employment Requirements, Engineering Design Concepts and Principles, Advanced Manufacturing Processes, Advanced Parametric-Solid Modeling, Geometric Dimensioning and Tolerancing, Work Drawings and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio. English language arts and mathematics are reinforced.

Early Childhood Development and Services (EACH) Pathway Course Descriptions

Child Development (Standard or Honors)
Offered: F, HH, NG, SP
PREREQUISITE*(s): *None
This course introduces students to responsible nurturing and basic application of child development theory, focusing on prenatal development through children age 5. Areas of study include the effects of family on individuals and society; prenatal development and care; and understanding how children develop physically, cognitively, emotionally, and socially.

Early Childhood Education I – (Standard or Honors)
Offered: F, HH, NG, SP
PREREQUISITE*(s): *Child Development. Student must be 15 years by September 1
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.
** For safety reasons and intern placement, enrollment should not exceed 20 in this course.*

Early Childhood Education II – Inherently Honors
Offered: F, HH, NG, SP

PREREQUISITE*(s): *Early Childhood Education I

Discover characteristics for effective early childhood education activities. Prepare high quality instructional materials and activities for early childhood classrooms. Create engaging lesson plans for children birth to age 12. Gain the knowledge and skills for careers in the early childhood education pathway.

Electrical Trades (ELTR) Pathway Course Descriptions

Construction Core (Standard or Honors)

Offered: A, BC, C, EG, HH, NG

PREREQUISITE*(s): *None

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 drawings (blueprints), material handling, basic communication skills, and basic employability skills. "Your Role in the Green Environment" is an additional Green module and is "supplemental". If a decision is made to teach this module, its content will provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification.

* *Due to potentially hazardous equipment, a maximum enrollment of 20 is recommended*

Electrical Trades I (Standard or Honors)

Offered: A, BC, C, EG, HH, NG

PREREQUISITE*(s): *Core & Sustainable Construction

This course covers basic electrical trades' terminology and develops technical aspects of electrical trades with 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. English language arts, mathematics, and science are reinforced.

**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended*

Electrical Trades II - Inherently Honors

Offered: A, BC, C, EG, HH, NG

PREREQUISITE*(s): *Electrical Trades I

This course builds on skills mastered in Electrical Trades I and provides an introduction to conductors and cables, construction drawings, residential electric services, test equipment usage, alternating current theory, grounding and bonding techniques, motors theory and application, and electric lighting to structures. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

Emergency Medical Technology (EMMT) Pathway Course Descriptions

Emergency Medical Technology I (Standard or Honors)
Offered: C, HH, SC
PREREQUISITE*(s): *English II
This course is aligned to the Emergency Medical Responder certification (EMR) available from the North Carolina Office of Emergency Medical Services. The course includes clinical skills in each area as specified by NC OEMS for successful completion of this certification. Schools should use resources from the community to help deliver instruction to the students. English language arts are reinforced.
Students must turn 17 prior to the end of the course to be enrolled in this course per NC OEMS requirements.
** Due to safety requirements as specified in the approved NCOEMS NCDPI educational plan, this course is limited to 20 students per teacher.*

Emergency Medical Technology II - Inherently Honors
Offered: C, HH, SC
PREREQUISITE*(s): *Emergency Medical Technology I and English III
This course is aligned to the Emergency Medical Technician certification (EMT) available from the North Carolina Office of Emergency Medical Services. The course includes clinical skills in each area as specified by NC OEMS for successful completion of this certification. Schools should use resources from the community to help deliver instruction to the students. English language arts are reinforced.
** Due to safety requirements as specified in the approved NCOEMS NCDPI educational plan, this course is limited to 16 students per teacher.*

Engineering Technology (LCO) Pathway Course Descriptions

Engineering Technology I (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *Math I
This course introduces students to Engineering Technology concepts and related career opportunities. Emphasis is placed on learning basic concepts in six areas of Engineering Technology: Quality Control, Electrical Systems, Material Handling/Robotics, Hydraulics and Pneumatic, Design Processes, and Manufacturing Processes through hands-on labs. Teamwork, communication skills, and problem-solving methods are reinforced. TSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Engineering Technology II (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *Engineering Technology I
A continuation of Engineering Technology I, this course furthers the students' technology skills by integrating math

and science with hands-on applications. Students continue to learn concepts in the six areas of Engineering Technology. Topics include hydraulic and pneumatic circuits, electrical circuit analysis, robot programming, and introduction to computer numerical controlled equipment. Teamwork, communication skills, and problem-solving methods are reinforced. TSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Engineering Technology III – (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *Engineering Technology II
A continuation of Engineering Technology II, this course further strengthens the students' technology skills by integrating between technical skill areas and core academic concepts. Students continue to learn new concepts in the six areas of Engineering Technology. Honors level work includes the development of a student portfolio. TSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Engineering Technology IV - (Standard or Honors)
Offered: HST
PREREQUISITE*(s): *Engineering Technology III
This final culminating course in Engineering Technology strengthens students' technology skills and the advanced technology topics. Included in this course is a further study of these topics: advanced programming of electrical programmable controllers, simulation software programming and applications, CAD/CAM applications from design to manufacture, and technology systems for materials handling and control. Project work provides students the opportunity to evaluate and pursue topics of career interest. Teamwork,communication-solving. Honors level coursework includes completion of a student portfolio to include work samples, projects, and/or student community leadership/internship activities. TSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Entrepreneurship (ENTRE) Pathway Course Descriptions

Entrepreneurship I (Standard or Honors)
Offered: A, BC, C, EG, HH, NG, SC
PREREQUISITE(s) None
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. English language arts and social studies are reinforced

Entrepreneurship II - Inherently Honors
Offered: A, BC, C, EG, HH, NG, SC
PREREQUISITE*(s): *Entrepreneurship I
In this course, students continue the development of a business idea and develop an understanding of pertinent

decisions to be made for business positioning, financing, staffing, and profit planning. Students acquire in-depth understanding of business regulations, risks, management, and marketing and will develop a business plan. English language arts, mathematics, and social studies are reinforced.

Financial Planning (FNPL) Pathway Course Descriptions

Business Essentials - (Standard or Honors)
Offered: HST, SP
PREREQUISITE(s) None
This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

Financial Planning I (Standard or Honors)
Offered: HST
PREREQUISITE(s) Business Essentials
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 with ethical dilemmas and problem-solving situations for which they must apply academic, team-building, and critical-thinking skills.

Financial Planning II (Standard or Honors)
Offered: HST
PREREQUISITE(s): *Financial Planning I*
Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan; including loans, insurance, taxes, corporate governance, and 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.

Firefighter Technology (FIFI) Pathway Course Descriptions

Firefighter Technology I (Standard or Honors)
Offered: HH
PREREQUISITE*(s): *None
This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include Orientation, Communications, Health and Safety, PPE, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control. English language arts are reinforced.

Firefighter Technology II (Standard or Honors)
Offered: HH
PREREQUISITE*(s): *Firefighter Technology I
This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include Ladders, Ventilation, Ropes and Knots, Search and Rescue, Water Supplies and Hose and Streams and Appliances, and Emergency Medical Care. This course prepares students for the North Carolina firefighter certification modules. English language arts are reinforced.

Firefighter Technology III - Inherently Honors
Offered: HH
PREREQUISITE(s): Firefighter Technology II
This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include Rescue, Fire Detection and Suppression Systems, Fire and Life Safety Initiatives, Mayday, HM (HAZMAT) Ops, and TIMS. This course prepares students for the North Carolina firefighter certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. English language arts are reinforced.

Food and Nutrition (FONU) Pathway Course Descriptions

Foods and Nutrition I (Standard or Honors)
Offered: A, BC, C, EG, F, HH, NG, SP
PREREQUISITE*(s): *None
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.
**For safety and sanitation reasons, enrollment should not exceed 20 in this course.*

Foods and Nutrition II (Standard or Honors)
Offered: A, BC, C, EG, F, HH, NG, SP
PREREQUISITE*(s): *Foods and Nutrition I
In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced.
**For safety and sanitation reasons, enrollment should not exceed 20 in this course.*

Game Art Design (GAAR) Pathway Course Descriptions

Digital Design and Animation I (Standard or Honors)
Offered: HH, HST, NG
PREREQUISITE(s): None

This course is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build needed skills for subsequent course. English language arts, mathematics, and science are reinforced.

Game Art and Design – (Standard or Honors)
Offered: HH, HST, NG
PREREQUISITE*(s): *Digital Design and Animation I
This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D Visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experience and a variety of software. Art, English language, arts, mathematics, and science are reinforced.

Healthcare Professional (HPCP) Pathway Course Descriptions

Health Science I - (Standard or Honors)
Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC
PREREQUISITE*(s): *None
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.

Health Science II – (Standard or Honors)
Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC
PREREQUISITE*(s): *Health Sciences I or PLTW Human Body Systems
This course is developed to help students expand their understanding of the healthcare industry, including employability skills, safety and infection control procedures, and clinical skills used by allied health professionals. In addition, students will demonstrate their understanding of cardiovascular and respiratory systems by applying BLS CPR skills. Projects, teamwork, and demonstrations serve as instructional strategies to reinforce the curriculum content. English language arts and science are reinforced in this course.
**Class enrollment limited to 20*

Nursing Fundamentals and Practicum – Inherently Honors (2 periods)
Offered: A, BC, C, EG, F, HST, HH, NG, SP, SC
PREREQUISITE*(s): *Health Sciences II
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. English language arts, mathematics, and science are reinforced.

*** Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC36.0318(i), which requires the ratio of teacher to HN43 Nurse Aide students be 1:10 or less while in the clinical area. DHSR applies this 1:10 ratio to the classroom and laboratory training area. HN43 Nursing Fundamentals is total Nurse Aide 1 training. Maximum enrollment for one teacher for one section of students is ten in HN43 Nursing Fundamentals.*

HVAC/R (HVAC) Pathway Course Descriptions

Construction Core (Standard or Honors)
Offered: HH
PREREQUISITE*(s): *None
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 drawings (blueprints), material handling, basic communication skills, and basic employability skills. "Your Role in the Green Environment" is an additional Green module and is "supplemental". If a decision is made to teach this module, its content will provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification.
* *Due to potentially hazardous equipment, a maximum enrollment of 20 is recommended*

HVAC/R I (Inherently Honors)
Offered: HH
PREREQUISITE(s) Construction Core
This course is designed for students to develop basic HVAC terminology and technical aspects of HVAC with emphasis on the development of introductory skills to include Intro to HVAC, Trade Mathematics, Basic Electricity, Intro to Heating, Intro to Cooling, Intro to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices. English language arts and mathematics are reinforced.
**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

HVAC/R II (Standard or Honors)
Offered: HH
PREREQUISITE(s) HVAC/R I
This course is designed for students to further develop skills mastered in HVAC/R I and provide an emphasis on Alternating Current, Compressors, Refrigerants and Oils, Leak Detection, Evacuation, Recovery and Charging, Metering Devices, Heat Pumps, and Basic Maintenance. English language arts and mathematics are reinforced.
* Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Interior Design (INDE) Pathway Course Descriptions

Interior Design Fundamentals (Standard or Honors)

Offered: C, EG

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. English/language arts, mathematics, science, art, and technology are reinforced.

Interior Design Studio (Standard or Honors)

Offered: C, EG

PREREQUISITE*(s): *Interior Design Fundamentals

This course prepares students for entry-level and technical work opportunities in the residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.

Marketing Management (MMGT) Pathway Course Descriptions

Marketing (Standard or Honors)

Offered: A, HST, NG, SP

PREREQUISITE*(s): *None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and their impact on business operations. Mathematics and social studies are reinforced.

Marketing Applications (Standard or Honors)

Offered: A, HST, NG, SP

PREREQUISITE*(s): *Marketing I

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. English, language arts, and social studies are reinforced.

Masonry (MASO) Pathway Course Descriptions

Construction Core (Standard or Honors)

Offered: BC, F

PREREQUISITE*(s): *None

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 drawings (blueprints), material handling, basic communication skills, and basic employability skills. "Your Role in the Green Environment" is an additional Green module and is "supplemental". If a decision is made to teach this module, its content will provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification.
** Due to potentially hazardous equipment, a maximum enrollment of 20 is recommended*

Masonry I - Inherently Honors
Offered: BC, F
PREREQUISITE*(s): *Construction Core
This course covers basic masonry terminology and develops technical aspects of the masonry industry with emphasis on the development of introductory skills to include the introduction to masonry, masonry tools and equipment, measurement, drawings and specifications, mortar procedures, and masonry units and installation techniques. Mathematics and English language arts are reinforced.
**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended*

Masonry II (Standard or Honors)
Offered: BC, F
PREREQUISITE*(s): *Masonry I
This course builds on skills mastered in Masonry I and provides an emphasis on residential plans and drawing interpretation, residential masonry, grout and other reinforcement processes, metalwork in masonry, and the introduction to weatherization. English language arts and mathematics are reinforced.
**Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended*

Network Security (NESE) Pathway Course Descriptions

Network Security I (Standard or Honors)
Offered: HST, SC
PREREQUISITE(s): None
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. English language arts, mathematics, science, and social studies are reinforced.

Network Security II (Standard or Honors)
Offered: HST, SC
PREREQUISITE(s): Networking Security I
This course is designed to prepare students 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. English language arts, mathematics, science, and social studies are reinforced.

PLTW Engineering (PLWE) Pathway Course Descriptions

PLTW Introduction to Engineering and Design
Offered: BC, SC
PREREQUISITE*(s): *None
In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peer and members of the professional community. Art, English, language arts, mathematics and science are reinforced.

PLTW Principles of Engineering
Offered: BC
PREREQUISITE*(s): *None
In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced.

PLTW Civil Engineering and Architecture
Offered: BC, SC
PREREQUISITE*(s): *PLTW Introduction of EngineeringDesign or PLTW Principles of Engineering
In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. Art and English language arts are also reinforced.

PLTW Environmental Sustainability
Offered: BC
PREREQUISITE*(s): *PLTW Introduction of EngineeringDesign or PLTW Principles of Engineering
In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Art, English language arts, mathematics, and science are reinforced.

Project Management (PMGT) Pathway Course Descriptions

Project Management I (Standard or Honors)
Offered: A, BC, C, F, HH, NG, SP, SC

PREREQUISITE(s) ***None***
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.

Project Management II (Standard or Honors)
Offered: A, BC, C, F, HH, NG, SP, SC
PREREQUISITE(S): Project Management I
This course will develop advanced project management skills. 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 facilitating concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management will be examined during this course.

Public Safety (PSPW) Pathway Course Descriptions

Public Safety I (Standard or Honors)
Offered: C, HH, SC
PREREQUISITE*(s): *None
This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. 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. English language arts are reinforced.

Public Safety II (Inherently Honors)
Offered: C, HH, SC
PREREQUISITE*(s): *Public Safety I
This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, NECI 911 Basic Communications is covered in this course.

Python Programming (PYPR) Pathway Course Descriptions

Python Programming I (Standard or Honors)
Offered: HST
PREREQUISITE(s): None
This course is designed to introduce Python as a beginning course (not intended for experienced programmers). Students will 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 standards are reinforced.

Python Programming II (Standard or Honors)
Offered: HST
PREREQUISITE(s): Python Programming I
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 which 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. Mathematics standards are reinforced.

Sales (PRSM) Pathway Course Descriptions

Sales I (Standard or Honors)
Offered: A, C, F, SP, SC
PREREQUISITE*(s): *None
This course teaches students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, product knowledge, and the selling process. Project-based learning, English language arts, and social studies are reinforced.

Sales II (Standard or Honors)
Offered: A, C, EG, F, SP, SC
PREREQUISITE(s): Sales I
This course teaches students the art of selling and will build on the content from the MI31 Sales I course. Students will further develop their personal brand and will continue to work on communication and customer service skills in addition to learning about pre- and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet. Project-based learning, English language arts, mathematics, and social studies are reinforced.

Sport and Event Marketing (SEMK) Pathway Course Descriptions

Sport and Event Marketing I (Standard or Honors)
Offered: A, EG, F, NG, SC
PREREQUISITE*(s): *None
In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.

Sport and Event Marketing II - Inherently Honors
Offered: A, EG, F, NG, SC
PREREQUISITE*(s): *Sport and Event Marketing I
In this course, students will apply their knowledge of promotion and marketing for the sport and event industries.

The topics to be covered are the marketing environment, promotional activities, communications, product-mix strategies, and financial and economic impacts.

Travel and Tourism (TRTO) Pathway Course Descriptions

Business Essentials - (Standard or Honors)
Offered: SP
PREREQUISITE(s) None
This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

Sport and Event Marketing I (Standard or Honors)
Offered: A, SP
PREREQUISITE*(s): *None
In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.

Marketing (Standard or Honors)
Offered: A, SP
PREREQUISITE*(s): *None
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. Students also develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

Hospitality and Tourism (Standard or Honors)
Offered: A, SP
PREREQUISITE(s): Marketing or Business Essentials or Sport and Event Marketing I
In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies, and technology are reinforced.

Welding (WELD) Pathway Course Descriptions

Welding I (Inherently Honors)
Offered: SC
PREREQUISITE*(s): *None

This course covers basic industrial and construction welding practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW). Mathematics and science are reinforced.
** Per AWS, the trainee/instructor ratio for each course should be kept as low as possible. A reasonable figure would be fifteen (15) welding trainees to one (1) welding instructor. However, this ratio should never exceed the number of workstations in the laboratory. Twenty (20) welding personnel to one (1) instructor would be the maximum recommended acceptable ratio.*

Welding II (Inherently Honors)
Offered: SC
PREREQUISITE*(s): *Welding I
This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include safety, inspection, weld fit-up and testing, metal properties, and shielded metal (SMAW) arc welding. Mathematics and science are reinforced.
** Per AWS, the trainee/instructor ratio for each course should be kept as low as possible. A reasonable figure would be fifteen (15) welding trainees to one (1) welding instructor. However, this ratio should never exceed the number of workstations in the laboratory. Twenty (20) welding personnel to one (1) instructor would be the maximum recommended acceptable ratio.*