

Tab 1

Gray Stone Day School



Course Catalog

2026-2027

CORE BELIEFS

We believe that **RESPONSIBILITY** is always doing what needs to be done to the best of one's ability.

Therefore, we must hold one another accountable by ensuring that every person is present, engaged, and lives up to standards of the community.

We believe that **INTEGRITY** is demonstrated by finding and following an inner, moral compass and that doing the right thing is its own reward.

Therefore, we must be aware that every person is a representation of the ideals of Gray Stone and expect each person to uphold the standards set forth by the school community.

We believe that **SERVICE** is an act of humility and self-expression.

Therefore, we must demonstrate the values of selflessness, resilience, and compassion in every interaction.

We believe that **EXCELLENCE** is knowing what is expected and consciously surpassing ordinary standards.

Therefore, we must communicate clear expectations as we inspire, direct, and help all members of the community to take on challenges outside of their comfort zone in an effort to achieve the extraordinary.

We believe that **PASSION** is an intense desire or enthusiasm for something that should be cultivated in all.

Therefore, we must strive to be lifelong learners who engage with subject matter and each other in a way that seeks depth and breadth of understanding and continues to evolve.

We believe that a **CHALLENGE** is an opportunity for growth that requires us to extend our limitations by asking us to be something we currently are not.

Therefore, we must be firm in our convictions, set high expectations for performance and accountability, and be prepared to risk failure.

We believe that meaningful **INNOVATION** is produced when resourceful risk-takers employ adaptive methodologies.

Therefore, we must research, collaborate, and think outside-the-box to create an environment in which community members are willing to risk failure and ask others to adapt to changing circumstances, even if they're challenging.

We believe that **ENCOURAGEMENT** requires communicating confidence, support, and wisdom. It is not something simply accomplished from the sidelines.

Therefore, we must invest in all community members by actively participating in their lives to encourage growth and provide support.

MISSION STATEMENT

Gray Stone Day School will offer students in grades 6-12 a rigorous college preparatory curriculum in an environment that fosters the development of strong character. Graduates of Gray Stone will be prepared to excel in higher education and to provide leadership in their communities. Integrity, responsibility and service to others will be hallmarks of the Gray Stone graduate.

OVERVIEW

Gray Stone Day School is a regional school that provides a college preparatory curriculum for students in grades 6-12 who live in a rural area. While developing strong character, students engage in highly challenging coursework that will require them to work diligently in and out of the classroom. It is a state-supported charter school, and there is no charge to attend for any state resident.

GRADUATION REQUIREMENTS

At Gray Stone, we believe that a basic foundation is essential to every child's preparation for post-secondary education. Students typically take six classes for credit per academic year. Each student shall complete **22** credits for graduation in the following areas:

For students entering 9th grade prior to the **2024-2025** school year:

- English (4 Credits) - English I, English II, English III or AP English Language & Composition, English IV or AP English Literature & Composition
- Math (4 Credits) - Math 1, Math 2, Math 3, and one course beyond Math 3
- Social Studies (4 Credits) - Civic Literacy or AP U.S. Government & Politics, World History or AP World History, U.S. History or AP U.S. History, and Economics and Personal Finance
- Science (3 Credits) - Biology, Chemistry, Earth & Environmental Science or AP Environmental Science
- World Language (2 Credits) - Spanish I and Spanish II
- Health & PE (1 Credit) including CPR training
- Electives (4 Credits)

For students entering 9th grade in the **2024-2025** school year:

- English (4 Credits) - English I, English II, English II, English III or AP English Language & Composition, English IV or AP English Literature & Composition
- Math (4 Credits) - Math 1, Math 2, Math 3, and one course beyond Math 3
- Social Studies (4 Credits) - Civic Literacy or AP U.S. Government & Politics, World History or AP World History, U.S. History or AP U.S. History, and Economics and Personal Finance
- Science (3 Credits) - Biology, Chemistry, Earth & Environmental Science or AP Environmental Science
- World Language (2 Credits) - Spanish I and Spanish II or SPA-111 and SPA-112 CCP Courses
- Fine Art (1 Credit)
- Health & PE (1 Credit) including CPR training
- Electives (3 Credits)

For students entering 9th grade in the **2025-2026 and beyond** school year:

- English (4 Credits) - English I, English II, English III or AP English Language & Composition or dual enrollment through CCP, English IV or AP English Literature & Composition or dual enrollment through CCP
- Math (4 Credits) - Math 1, Math 2, Math 3, and one course beyond Math 3
- Social Studies (4 Credits) - Civic Literacy or AP U.S. Government & Politics, World History or AP World History or dual credit through CCP, U.S. History or AP U.S. History or dual credit through CCP, and Economics and Personal Finance

- Science (3 Credits) - Biology, Chemistry, Earth & Environmental Science or AP Environmental Science
- World Language (2 Credits) - Spanish I and Spanish II or SPA-111 and SPA-112 CCP Courses
- Computer Science (1 Credit)
- Fine Arts (1 Credit)
- Health & PE (1 Credit) including CPR training
- Electives (2 Credits)

Advanced Placement (AP) COURSES

Advanced Placement (AP) is a program of college level courses and examinations that gives advanced, motivated students an opportunity to earn college credit, college placement, or both while they are still in high school. Gray Stone is committed to supporting students in their desire to take advantage of the college credit and placement opportunities afforded by the AP program.

A number of Gray Stone courses are designed to prepare students for the AP examination in that subject. Such courses include “(AP)” in the course title. Some other courses include concepts from the AP examination (see course descriptions for specifics). While students who master the material in these courses are generally prepared for the AP examination in that subject, extra review materials are offered in many of these subjects for students who wish to further prepare. Students enrolling in AP Courses are expected to take the end of the year AP Examination. Students must also receive the recommendation of two teachers, one from a teacher in the department of the AP course (e.g. a student who wants to take AP Biology should receive a recommendation from one of their science teachers), prior to signing up for an AP course. Teacher recommendations are submitted via Infinite Campus prior to student submission of course requests.

Career and College Promise (CCP)

In addition to Advancement Placement courses, Gray Stone Day School partners with Stanly Community College (SCC) to provide qualifying 11th and 12th grade students the opportunity to earn college credit through the Career and College Promise program while still in high school. Students must have a 2.8 unweighted GPA to participate in the program, and all courses are subject to the policies and procedures regarding registration, add/drop, and grading as set forth by SCC. These courses are tuition-free for students; however, any other costs associated with the course, such as textbooks or lab fees, are the obligation of the family. Students who participate in this program should be highly-motivated and self-driven, and it is the sole responsibility of the student to ensure they are communicating with their SCC instructor. If a student fails or withdraws from a course, this will result in a W/F which will impact the student's GPA.

GRADING SCALE AND GPA

The grading scale below is adopted from and approved by the North Carolina Department of Public Instruction.

A	90-100	4.000
B	80-89	3.000
C	70-79	2.000
D	60-69	1.000
F	0-59	0.000

Grade Point Averages (GPAs) are calculated based on a quality point conversion. The basic, accepted 4.0 scale is used with some exceptions. Gray Stone courses with an “Honors” notation carry an extra 0.5 quality point. Students enrolled in AP courses or college courses that are eligible for transfer to a state university are eligible for one extra quality point.

Gray Stone Day School does not rank students based on GPA. At a college preparatory school with as many gifted students as are typically enrolled at GSDS, it is very difficult to measure student success by comparing performance. Those students who have a GPA near the median are not necessarily performing at an average level. Many years, the median GPA at Gray Stone would be in the top 20% at other traditional schools. In lieu of releasing a ranking, our

Guidance Office provides an in-depth profile of the school with every issued transcript so that colleges and scholarship committees can better understand the caliber of the school as it relates to the student's performance.

Dual Credit

Through our partnership with Stanly Community College, qualifying students may choose to take advantage of dual credit courses. These courses allow students to earn college credit while satisfying their high school graduation requirements. Qualifying students must be enrolled in a minimum of 6 classes (any combination of seated classes at Gray Stone and/or online through CCP) per semester with one exception: Seniors during their spring semester may choose to take only four courses. Please note that seated courses at Gray Stone are a mix of semester-long and year-long, and online courses through CCP are semester long. Students who are taking online courses, must attend the first week of school in person and will also be required to come to campus regularly to check in with their adviser. These students will also be expected to attend mandatory school-wide events. Furthermore, all courses will be reported on the student's transcript and will be used to calculate a student's Grade Point Average. The chart below shows which courses are permitted for dual enrollment by the North Carolina Department of Instruction and are available to Gray Stone students.

GSDS High School Credit/Course	College Course(s)
Fourth Math Credit (1 Class)	MAT 143 - Quantitative Literacy or MAT 152 - Statistical Methods 1 or MAT 171 - Precalculus Algebra
*US History Credit (2 Classes)	HIS 131 - American History I and HIS 132 - American History II
World History (2 Classes)	HIS 111 - World Civilizations I and HIS 112 - World Civilizations II
**English III (3 Classes)	ENG 111 - Writing and Inquiry and ENG 112 - Writing and Research with ENG 231 - American Literature I
**English IV (3 Classes)	ENG 111- Writing and Inquiry and ENG 112 - Writing and Research with ENG 241 - British Literature I
Computer Science (1 Class)	CIS 110 - Intro to Computers or CSC 134 - C++ Programming or CTS 115 - Information Systems
World Language (2 Classes)	SPA-111 with SPA-181 Lab SPA-112 with SPA-182 Lab

* All Juniors must take a **minimum of 3 seated courses** at Gray Stone including English, Math and History.

** All Juniors must take a **seated** English course at Gray Stone: Honors, AP Language and Composition, or Dual Enrollment ENG-111 and ENG-112 **and** History: Honors, AP US History, or Dual Enrollment HIS-131 and HIS-132.

**** All Seniors must take a seated English course are Gray Stone: Honors, AP Literature, or Dual Enrollment ENG 231 and ENG241.**

ENGLISH DEPARTMENT

English I Honors (2 Units)

This course covers the writing process, including the study of form in personal narrative, descriptive, and expository papers. The curriculum includes a variety of genres: short stories, novels, poetry, mythology, drama, and nonfiction with an emphasis on oral/written response to literature, distinguishing characteristics of various genres and vocabulary study. Students will be taught the fundamentals of close reading and reading for specific purposes. A significant amount of time is spent learning and applying grammar rules. As the purpose of the class is to broaden and deepen knowledge and performance, additional in-depth work is required. A research project and a summer reading project may be required.

English II Honors (2 Units)

Prerequisite: Successful completion of English I

This course, typically taken in the tenth grade, emphasizes personal narrative, descriptive, and expository papers with a focus on a review of grammar and usage. The curriculum will cover a variety of authors and selections from both fiction and nonfiction, including: short stories, novels, drama, letters, speeches, and poetry. The instructor will stress vocabulary development and require written literary analysis that will develop thinking, organizing, and public speaking skills. A summer reading project may be required.

*** All Juniors must take a seated English course at Gray Stone: Honors, AP Language and Composition, or Dual Enrollment Eng 111 and Eng 112.**

**** All Seniors must take a seated English course at Gray Stone: Honors, AP Literature, or Dual Enrollment ENG23* and ENG24*..**

English III Honors (2 Units)

Prerequisite: Successful completion of English II

This course is traditionally taken in the eleventh grade and offers students the opportunity to improve reading, writing, speaking/listening, and critical thinking skills through the study of literature. The curriculum consists of a variety of literary genres and multicultural writers in chronological and thematic patterns. The instructor emphasizes developing control in expository writing (thesis support), precision in personal narrative, descriptive, and persuasive writing, as well as refining research skills. Students will be expected to have a thorough knowledge of grammar, mechanics, and usage. A summer reading project may be required.

English IV Honors (2 Units)

Prerequisite: Successful completion of English III and be a Senior

This course, designed as a culminating English Language course for seniors, will provide opportunities to evaluate and improve reading, writing, speaking/listening, and critical thinking skills through the study of literature and continued fostering of writing skills. The approved curriculum will examine works from a range of genres, periods and places in chronological or thematic pattern while emphasizing the development of control in expository writing (thesis support), precision in personal narrative, descriptive, persuasive writing, and refining research skills. Students will also learn the writing skills in a variety of subjects that will best prepare them for the writing they will do in college. The instructor will assume students have a mastery of grammar, mechanics, and usage. A summer reading project may be required.

AP English Language and Composition (2 Units)

Prerequisite: Successful completion of English II with a recommended grade of B or better and a recommended score of 4 or better on the English II End-of-Course test. Recommendation Form Required.

This course is traditionally taken in the eleventh grade by those who have proven ready to challenge themselves with college level work in the field of writing and interpretation of shorter texts. This course focuses on engaging students in becoming skilled readers of largely non-fiction prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The curriculum focuses on rhetorical and argumentative writing, and students will learn to analyze what makes for effective arguments and create their own equally effective arguments. In both their writing and their reading, students will study the interactions among a writer's purposes, audience expectations, and subjects as well as the way genre conventions aid authors in persuading their audiences. A summer reading assignment may be required. This course fulfills the graduation requirements for English III.

ENG 111 - Dual Enrollment (1 Unit)

Fall Only

Prerequisites: Successful completion of English II Honors, 2.800+ unweighted GPA, Junior standing, and CCP application required.

This is a dual enrollment course with Stanly Community College offered as a seated course at Gray Stone taught by a Gray Stone instructor. This course must be taken in the fall semester. Students will cover various genres of writing, ranging from narrative writing to a research-based argumentative capstone with a topic chosen by the students, focusing on fostering and refining writing skills. ENG 111, ENG 112, and a 23* series American literature courses fulfill the graduation requirements for English III.

ENG 112 - Dual Enrollment (1 Unit)

Spring Only

Prerequisites: Successful completion of ENG-111, 2.800+ unweighted GPA, Junior standing, and CCP application required.

This is a dual enrollment course with Stanly Community College offered as a seated course at Gray Stone taught by a Gray Stone instructor. Students will complete English 112 in the spring. This course will focus on using writing skills learned in ENG 111 in practice, which is done through research throughout various academic disciplines, including literature, social sciences, and natural and physical sciences. Like ENG 111, this course culminates in a capstone research study, wherein students select a research question and an academic text that relates to it and use it combined with secondary research to ultimately create a final research paper and presentation. ENG 111, ENG 112, and a 23* series American literature courses fulfill the graduation requirements for English III.

AP English Literature and Composition (2 Units)

Prerequisite: Successful completion of English III Honors with a recommended grade of A or AP English III with a recommended grade of B or better. Recommendation Form Required.

This course is traditionally taken in the twelfth grade by those who have proven ready to challenge themselves with college level writing and literary interpretation. In addition to those skills developed by the Honors English IV curriculum, this course focuses on engaging students in the careful reading and critical analysis of imaginative and expository literature. Through the close reading of selected texts, students learn to apply aspects of literary theory and deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. A summer reading project may be required.

ENG 231 - American Literature Dual Enrollment (1 Unit)

Fall Only

Prerequisites: Successful completion of ENG-112, 2.800+ unweighted GPA, Junior standing, and CCP application required.

This course covers selected works in American literature. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

ENG 241 - British Literature Dual Enrollment (1 Unit)

Spring Only

Prerequisites: Successful completion of ENG-112, 2.800+ unweighted GPA, Junior standing, and CCP application required.

This course covers selected works in British literature. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

ENGLISH DEPARTMENT ELECTIVES

Film Appreciation Honors (2 Units)

Prerequisite: Successful completion of English I

This course will provide students with an introduction to the various artistic processes of which films are composed and will help them develop an understanding of their historical and cultural contexts. Students will also hone their understanding of the technical and thematic aspects of this medium through careful study and through the creation of their own films (i.e. they will study how films come to develop meaning and then employ those techniques in their own, original creations). An effort will be made to examine films from a range of genres. This course is intended for a mature audience; films will be studied as entire works of art and will not be edited for language or content.

True Crime/Detective Fiction (1 Unit)

Prerequisite: N/A

This True Crime/Detective Fiction English class explores how real and fictional crime stories are written and structured, focusing on elements like suspense, clues, characterization, and narrative perspective. Students read works ranging from true crime accounts to detective stories, analyzing how authors build tension, develop investigators and suspects, and explore themes such as justice, morality, and the psychology of crime. The course also examines the differences between factual reporting and fictional storytelling while strengthening critical reading and analytical writing skills.

Yearbook I (2 Units)

Prerequisite: Instructor approval

This course is designed for students with an interest in student life and creating an archive of the Gray Stone experience. Students will gain experience in publishing, design, layout, photography, and much more. Students will also get an understanding of the business side of the yearbook as they participate in ad sales.

Yearbook II (2 Units)

Prerequisite: Successful completion of Yearbook I and Instructor approval

This course is designed for students who want to take their interest in student life and creating an archive of the Gray Stone experience to the next level. Students will expand upon their experiences in Yearbook I, including publishing, design, layout, photography, and much more. Students may also be tasked with a more significant role on the business side of the yearbook as they participate in and/or oversee ad sales and/or marketing. One student will be assigned the role of editor, the second-in-command after the advisor.

MATHEMATICS DEPARTMENT

Math 1 Honors (2 Units)

This course extends those concepts learned in the middle grades. It covers linear relationships, exponential relationships and quadratic relationships. Students will model real world mathematical situations through the use of data which they will learn to summarize, represent, and interpret. This course also includes geometric relationships especially as they relate to the coordinate plane. The students will experience mathematics as a comprehensive, integrated unit involving problem situations. The Common Core Curriculum for Math I will be followed. This course is recommended for students who did not take Algebra 1 or Math 1 in the 8th grade or those students who did not master the Algebra 1 or Math 1 curriculum as demonstrated by a level 4 EOC grade and an 85 or better in the course. Gray Stone Day School uses a variety of sources when considering student placement in their initial mathematics course including past performance and teacher recommendation.

Math 2 Honors (2 Units)

Prerequisite: Successful completion of Math 1

Honors Math 2 continues students' study of topics from algebra, geometry, and statistics through problem-based investigations featuring realistic contexts. Major topics of study will include functions, matrices, and algebraic representations of geometric concepts. The focus of this course is to build students' ability to describe and conceptualize mathematical ideas and apply these ideas to real-life situations.

Math 3 Honors (2 Units)

Prerequisite: Successful completion of Math 2

Math 3 is the third in a series of integrated mathematics courses which further explores topics in algebra, geometry, probability, and statistics. Study in these subjects will expand on a student's knowledge from Math 1 and 2 and will emphasize a problem-based, connected approach. Polynomial arithmetic and functions are the main algebraic focus of this course while geometric emphasis is on trigonometry and three-dimensional models. Students will also explore statistical inference and several probability models and their applications. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

AP Precalculus (2 Units)

Prerequisite: Successful completion of Math 3 with a recommended grade of B or better and/or achieve a score of 4 or better on the Math 3 End-of-Course test. Recommendation Form Required.

Precalculus provides students with an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

Discrete Mathematics Honors (2 Units)

Prerequisite: Successful completion of Math 3

Discrete Mathematics is an upper-level math elective designed to give students a survey of diverse mathematical topics that will offer valuable experience in organizing and analyzing information. This course includes topics such as statistics and probability, matrix operations, optimal networks and critical paths, and sequences and series. These topics will include applications of business, economics, and social sciences.

MATHEMATICS DEPARTMENT ELECTIVE

AP Calculus (2 Units)

Prerequisite: Successful completion of AP Precalculus with a recommended grade of B or better and a score of 4 or better on the Math 3 End-of-Course test. Recommendation Form Required.

This course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

SCIENCE DEPARTMENT

Biology Honors (2 Units)

The biology curriculum is designed to continue student investigations and deepen student understanding of the biological sciences. In-depth study of the following concepts is included: the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms.

Chemistry Honors (2 Units)

Prerequisite: Successful completion of Biology.

The chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts. The curriculum includes inquiry into the following content areas: (1) Structure of atoms, (2) Structure and properties of matter, (3) Chemical reactions, (4) Conservation of energy and matter, and (5) Interaction of energy and matter.

SCIENCE DEPARTMENT ELECTIVES

Anatomy & Physiology Honors (1 Unit)

Prerequisite: Successful completion of Biology and Chemistry

This course provides an overview of human anatomy involving organizational levels, survival needs, homeostasis, and a summary of the body's organ systems. This course also involves laboratory experiences that provide hands-on

experiences for students with a detailed analysis of the body's tissues including: epithelial, connective, muscle, and nerve tissue. The physiology portion of the course will provide students an understanding of the function and regulation of the human body and the integration of organ systems to maintain homeostasis. Content will include: neural and hormonal homeostatic control mechanisms, as well as the study of musculoskeletal, respiratory, digestive, urinary, immune, reproductive, and endocrine organ systems. Principles of exercise physiology will also be emphasized.

Animal Science Honors (1 Unit)

Prerequisite: Successful completion of Biology and Chemistry

This course introduces students to terminology and concepts that are used throughout the animal science industry. Physiology, animal nutrition, and reproduction are major components in this curriculum and give it a strong science emphasis.

AP Biology (2 Units)

Prerequisite: Successful completion of Biology and Chemistry with recommended grades of B or better and achieve proficiency on the Biology End-of-Course test. Recommendation Form Required.

AP Biology is designed to be equivalent to a college introductory Biology course. The class is conducted at the college level and students are expected to work accordingly. A main goal of the course is for students to focus on enduring, conceptual understandings, and the content that supports them. As supported by changes with the College Board, our approach will allow students to spend less time on factual recall and more time on inquiry-based learning of essential concepts. Students will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, and connecting concepts in and across domains as they apply to the world of life.

AP Chemistry (2 Units)

Prerequisite: Successful completion of Biology and Chemistry with recommended grades of B or better. Recommendation Form Required.

Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This course differs qualitatively from the first course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments and demonstrations done in the laboratory.

AP Environmental Science (2 Units)

Prerequisites: Successful completion of Biology and Chemistry with recommended grades of B or better. Recommendation Form Required.

AP Environmental Science (APES) is designed to provide students with a view of our environment and how we, as citizens, can contribute to such positive aspects of our environment as sustainability, stewardship, and renewal. We will explore the good, bad, and ugly of the state of our planet through guided inquiry labs, case studies, discussions, and scholarly articles. This course requires that students think, reason, process, and analyze. "The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science." A final goal of this course is to give students the chance to gain college credit via the College Board exam that is given in May. To master the concepts, students will learn through modes of:

tests, quizzes, guided inquiry labs, activities, case studies, video lectures, current event articles, scientific journals, and lab reports.

AP Physics (2 Units)

Prerequisites: Successful completion of Biology and Math 2 with a recommended grade of B or better

Corequisites: Chemistry and Math 3. **Recommendation Form Required.**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics as they explore these topics: kinematics; dynamics; circular motion and gravitation; Newton's laws; work and energy; momentum; torque and rotational motion; simple harmonic motion; fluid mechanics; density and pressure. In addition students will develop strong critical thinking skills, perseverance, and other skills necessary to be successful in college courses.

Diseases Honors (1 Unit)

Prerequisite: Successful completion of Biology and Chemistry

Delve into the history and science of epidemics to understand how diseases spread and are controlled. Understand the dynamics of childhood diseases, the evolution of drug resistance, digital epidemiology, disease surveillance, vaccinations, and more. Explore epidemiological responses to modern-day public health initiatives and the equity impact surrounding them. Analyze case studies, engage in thought-provoking discussions, and learn about the role of public health in combating global health challenges.

Forensic Science Honors (1 Unit)

Prerequisite: Successful completion of Biology and Chemistry

This course focuses on the skills and concepts behind crime scene investigation, forensic science and how it applies to law. Students will review physics, chemistry, anatomy, cell biology, environmental science and computer science in the process of learning about forensic science and the various applications. They will engage in lectures, labs, case studies, and online activities as part of this course. This course should help students see how science is used to answer questions rather than just learning science concepts.

Marine Biology Honors (1 Unit)

Prerequisite: Successful completion of Biology and Chemistry

Marine Biology concentrates on marine wildlife and marine habitats. Building on basic high school biology, the course investigates general oceanography; the abiotic and biotic factors influencing the various marine environs; marine animal and plant habits and life cycles; the anatomy of many macroscopic marine creatures, such as clams, starfish, and sharks; and man's interaction with the marine world. The lab component includes microscopic studies, dissections, observation of live specimens and activities designed to help students understand a wide range of concepts related to marine life.

Zoology Honors (1 Unit)

Prerequisite: Successful completion of Biology and Chemistry

This course discusses the branch of biology that deals with animals and animal life, including the study of the structure, physiology, development, and classification of animals. Some of the topics discussed include the classification of animals, invertebrates, including sponges, flatworms, mollusks, insects, arthropods, and echinoderms, and vertebrates, including fishes, amphibians, reptiles, birds, and mammals. This course is designed for the college-bound student. A high level of understanding in problem solving and the scientific methods is necessary for success in this course.

SOCIAL STUDIES DEPARTMENT

Civic Literacy Honors (2 Units)

The course combines primary source material, lectures, guest presentations and projects in an effort to provide active citizenship training for students. The curriculum includes a study of the role of political parties, the media and interest groups. An in-depth study of the Constitution and related issues is also included. An essential section of the course is an examination of current events which affect our school, community and state.

AP US Government and Politics (2 Units)

Prerequisite: Successful completion of ELA 8 and SS 8 with a recommended grade of B or better and score of 4 or better on the ELA 8 EOG. Recommendation Form Required.

AP US Government and Politics explores how the American political system works. The course covers political beliefs, the development of the U.S. government, and key democratic institutions. Students will learn how the national government operates and how it relates to ideas like liberty in a diverse society. The course also examines changes in political culture, including voting patterns and current issues, to help students become informed and active citizens. This course fulfills the graduation requirement for Civic Literacy.

World History Honors (2 Units)

Prerequisite: Successful completion of Civic Literacy

World History is a survey course that gives students the opportunity to explore recurring themes of the human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. A summer assignment may be required.

AP World History: Modern (2 Units)

Prerequisite: Successful completion of Civic Literacy with a recommended grade of B or better. Recommendation Form Required.

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

American History Honors (2 Units)

Prerequisite: Successful completion of English II and either World History or AP World History.

The American Revolution officially ended in 1783. Then, following the short-lived Articles of Confederation, the Constitution was written, ratified, and adopted; the rest is history. *Except that it wasn't.* In American History, students will take a year-long journey that begins with the creation of the federal government until the present day. They will learn that the basic, existential questions that frustrated the authors of the Constitution were not answered with its ratification. The first semester of the course will begin with the Washington administration and end with the American Civil War and Reconstruction. The next semester continues the story with the rise of capitalism in the Gilded Age and the emergence of an isolated, industrial titan trying to find its role on a very crowded global stage. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

AP US History (2 Units)

Prerequisite: Successful completion of AP World History or successful completion of English II with a recommended grade of B or better and achieve proficiency on the English II End-of-Course test. Recommendation Form Required.

The AP US History course is a college level course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and material in US history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made in introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, reliability, and importance - and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The first section will cover US history from Colonial America through the social, economic and political changes of the Antebellum period. This second section will cover US History from the development of the Civil War through WWII.

Economics and Personal Finance Honors (1 Unit)

Prerequisite: Successful completion of American History or AP US History

Taken during the senior year, in this course students will: "Understand economies, markets, and the role economic factors play in making economic decisions; Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the U.S.; Understand the role of government in a market economy; Understand factors of economic interdependence and their impacts on nations; Analyze the relationship between education, income, career, and desired lifestyle; Understand the purpose and function of taxes and the impact on income; Understand money management skills and strategies; Understand the purposes and services of financial institutions; Understand the concepts and factors that enable individuals to make informed financial decisions for effective resource planning and money management; Understand the value and planning processes associated with saving and investing; Understand factors associated with consumer decision making; Understand rights and responsibilities of buyers and sellers under consumer protection law."

SOCIAL STUDIES ELECTIVES

AP European History (2 Units)

Prerequisite: Successful completion of English I with a recommended grade of B or better. Recommendation Form Required.

This is a college-level course which aims to prepare students to succeed on the AP examination in May; students can potentially earn college credit for passing this exam. Students who take this course should be highly motivated self-starters who are prepared for an increased workload. The study of European history since 1450 introduces students to cultural, economic, political, intellectual, diplomatic, and social developments that played a fundamental role in

shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. A summer reading assignment may be required.

Geography of Europe, Russia, and the Americas Honors (1 Unit)

The study of Geography is more than just memorizing maps. Geography introduces students to cultural, economic, political, and social conditions in all of the regions of the world. Without this knowledge, we would lack the context for understanding the development of contemporary issues, the effect that land use and location have on our development, as well as the ways that culture shapes life in other parts of the world. In addition to providing a basic understanding of the location of many places in the world, the goal of this course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. This course will cover Europe, Russia, and the Americans.

Geography of Africa and Asia (1 Unit)

The study of Geography is more than just memorizing maps. Geography introduces students to cultural, economic, political, and social conditions in all of the regions of the world. Without this knowledge, we would lack the context for understanding the development of contemporary issues, the effect that land use and location have on our development, as well as the ways that culture shapes life in other parts of the world. In addition to providing a basic understanding of the location of many places in the world, the goal of this course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. This course will focus on Africa and Asia.

Philosophy Honors (1 Unit)

Socrates said that “the unexamined life is not worth living.” Philosophy is more than just using big words and trying to sound profound. It is about giving you the tools to understand both your own life and everything else. In simple terms, philosophy is the uncompromising search for truth. Common subjects for discussion will include ethics, the nature of reality, the nature of knowledge, and logic. Most courses necessarily focus on what to know. Philosophy is more interested in why we know it.

Law & Justice Honors (1 Unit)

Law & Justice is a survey course of the American legal system. It begins with a discussion of how legal systems are structured around the world, and then what makes the American legal system unique. Students will then explore civil law and learn how lawsuits work. The midterm will end with a simulated lawsuit in which students assume the role of being lawyers and witnesses. Then students will analyze the criminal justice system and how it compares and contrasts with civil law. Finally, the course concludes with a simulated murder trial. Students will leave the course with a much better understanding of how trials, and the legal system as a whole, work.

Psychology Honors (1 Unit)

Prerequisite: Successful completion of English I

Psychology can be defined as the scientific study of behavior and mental processes. Some specific subtopics include historical, perceptual, developmental, neurological, physiological, organizational, abnormal, and clinical psychology. We enhance our understanding of ourselves and others by observing how we develop and interact. This course will serve as

an overview of the major fields of psychology with an emphasis on developing an understanding of psychology as the science of human cognition and behavior.

Sociology Honors (1 Unit)

Prerequisite: Successful completion of English I

Sociology is loosely defined as the study of human relationships and can include a wide array of subject matter. This course in particular will focus on the exploration and analysis of human relationships at the personal and societal level. At the personal level, students will investigate the social causes and effects of love, family conflict, deviant behavior, and racial and gender identity. At the societal level, students will explore issues such as crime, prejudice, group behavior, and poverty and wealth. The goal of this course is to teach students how to think critically about human social life. Students will gain a firm understanding of how human relationships and various cultures shape both their own lives and the world around them.

Holocaust Studies Honors (1 Unit)

Prerequisite:

SPANISH DEPARTMENT

Spanish I Honors (2 Units)

This course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Spanish II Honors (2 Units)

Prerequisite: Successful completion of Spanish I/Spanish I Honors

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

Spanish III Honors (2 Units)

Prerequisite: Successful completion of Spanish II/Spanish II Honors with a recommended grade of B or better

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain

face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements. They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

Spanish IV Honors (2 Units)

Prerequisite: Successful completion of Spanish III with a recommended grade of B or better

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements. They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

SPA 111 Dual Enrollment (1 Unit)

Fall Only

Prerequisites: 2.800+ unweighted GPA, Junior standing, and CCP application required.

Spanish 111 is a course designed for high school students who have completed two years of foundational Spanish. This course bridges the gap between basic communicative competence and more advanced language use, while preparing students for college-level expectations in reading, writing, listening, and speaking. Emphasis is placed on active communication in real-world contexts, with a review and expansion of essential grammatical structures. Students will develop the ability to narrate in present time, express opinions, make requests, and hypothesize. Cultural readings and multimedia materials from the Spanish-speaking world foster intercultural awareness and critical thinking. Upon successful completion, students will be prepared for Spanish 112 and may be eligible for college credit as determined by the partnering institution.

SPA 112 Dual Enrollment (1 Unit)

Spring Only

Prerequisites: 2.800+ unweighted GPA, Junior standing, and CCP application required.

Spanish 112 continues the intermediate sequence, refining students' linguistic accuracy and expanding their expressive range. Students will engage with longer authentic texts, short films, podcasts, and cultural narratives from diverse Spanish-speaking communities. Students will learn to analyze and produce cohesive paragraphs and short essays, deliver oral presentations, and discuss abstract topics such as social norms, identity, environmental issues, and historical memory. By the end of the course, students will be able to handle complex communicative tasks, understand main ideas in extended discourse, and demonstrate a nuanced appreciation of Hispanic cultures. Successful completion of this course fulfills the equivalent of a second-semester intermediate college language requirement.

FINE ART DEPARTMENT

Broadcast Journalism I (1 Unit)

Prerequisite: Instructor Approval

This course provides students a broad-base foundation in the digital media field. An emphasis is placed on the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development. Communication and critical thinking skills are strengthened throughout the course by the use of a collaborative environment that will be utilized to plan, produce, edit and publish projects for social media, YouTube, and other broadcast media. Students will also work collaboratively to produce live sports broadcasts and studio shows. Students will work behind and in front of the camera for production videos and live stream events. Within this class students will complete background research, write scripts, conduct interviews, create graphics, and edit videos. They will also be advertising the broadcasts and other sports-related news onto various social media platforms.

Broadcast Journalism II (2 Units)

Prerequisite: Successful completion of Broadcast Journalism 1 and Instructor Approval

This course will expound on the broad-base foundation in the digital media field discovered in the first year. Second year students will also gain an understanding of the role of a producer when it comes to creating video content, using the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development. Communication and critical thinking skills are strengthened throughout the course by the use of a collaborative environment that will be utilized to plan, produce, edit and publish projects for social media, YouTube, and other broadcast media. Students will also work collaboratively to produce live sports broadcasts and studio shows. Students will work behind and in front of the camera for production videos and live stream events. Within this class students will complete background research, write scripts, conduct interviews, create graphics, and edit videos. They will also be advertising the broadcasts and other sports-related news onto various social media platforms.

Graphic Novel and Comic Books in Pop Culture (1 Unit)

This course will explore the effects that Graphic Novels and Comic books have had on not only Pop culture but general culture. Students will study not only titles from the major two companies, Marvel and DC, but from smaller US based companies as well as companies outside of the US. Students will also learn what it takes to publish a graphic novel/comic book from creating the story to how to write a script that artists would work from. Students may also have the chance to interact with members of the Graphic Novels and Comic book industry not only in person but through technology.

Guitar (1 Unit)

Students will learn the concepts to become successful at playing guitar. An emphasis on chords, finger patterns, and a variety of styles. The course will also expose students to a multiple musical genres. School instruments will be available for on campus use only.

Photography & Digital Media (1 Unit)

Students in this course will learn the fundamentals of quality picture taking including the use of DSLR and phone-based cameras. Students will learn the basics of photo editing and will be responsible for curating pictures in a way that makes pictures available to other groups for special needs. Students will examine the value of online tools and products such as Adobe Suite. Students will publish work regularly through a variety of media.

Theater Arts - Beginning (1 Unit)

This course in High School Theater Arts, aligned with the North Carolina Department of Public Instruction (NCDPI) Standard Course of Study for Arts Education, provides students with a comprehensive exploration of theatrical performance, production, and analysis. Students will develop skills in acting, movement, vocal technique, and characterization while also engaging in technical theater elements such as stagecraft, design, and production. Emphasis is placed on creative expression, collaboration, and critical thinking as students interpret scripts, analyze dramatic texts, and participate in performances. Through historical and cultural connections, learners will examine the role of theater in society and gain an appreciation for diverse perspectives in the dramatic arts. This course fosters confidence, communication skills, and artistic literacy, preparing students for both advanced study and real-world applications of theater.

Visual Arts I - Beginning (1 Unit)

This course will introduce and explore the basic techniques and theories of visual art. Students will be introduced to the fundamentals of art, such as drawing, shading, perspective, and color and use them to start developing their own style and artistic voice. Projects and critiques will be used to strengthen the students' understanding of these base fundamentals. Projects will introduce the students to how Art is used in the real world, focusing on aspects of Illustration, Graphic Design, and Fine Arts.

Visual Arts II - Intermediate (1 Unit)

Prerequisite: Successful completion of Visual Arts I

This course will continue the introduction to the differences between Fine Art, Graphic Design, and Illustration. Projects will consist of using technique, style, and concept development to complete a final piece. These projects will range from Figure drawing, portraits, product packaging design, advertising materials, character design, and children's book illustration. Students will be required to participate in critiques as well as assist in classroom discussions revolving around these projects.

Visual Arts III Accomplished (2 Units)

Prerequisite: Successful completion of Visual Arts II

This course will combine all of the fundamentals explored in Visual Arts I and II and will allow the students to create their artistic identity. Students will be completing projects that have the possibility to be used for a college portfolio review. The end of the course will focus on creating a well rounded portfolio and a possible art exhibition. Projects will consist of using technique, style, and concept development to complete a final piece. These projects will range from Figure drawing, portraits, product packaging design, advertising materials, character design, and children's book illustration. Students will be required to participate in critiques as well as assist in classroom discussions revolving around these projects.

Visual Arts IV Advanced (2 Units)

Prerequisite: Successful completion of Visual Arts III

This is an intensive, portfolio-focused course for advanced high school students, often involving independent study and specialized, in-depth techniques. It aligns with advanced proficiency standards (Adv) focusing on mastery, complex portfolio development, and rigorous, critical analysis of art, including art history and independent design projects.

PHYSICAL EDUCATION DEPARTMENT

Health & Physical Education (1 Unit)

In physical education, emphasis is placed on developing good sportsmanship, leadership, skill, and achieving personal satisfaction through carry-over of lifetime sports, physical fitness, and team sports. Health emphasizes the importance of understanding the physical, mental, social, and emotional elements of the body, the responsibility of each person in maintaining and promoting good health and safety individually and as a group, and the development of desirable relationships with others. Students are expected to dress out for physical activities and must participate as part of the course grade. CPR training will be completed during this course and is a North Carolina requirement for graduation.

Advanced Physical Education (1 Unit)

Prerequisite: Successful completion of Health and PE

Advanced Physical Education is designed for high school students who want to move beyond participation and develop a deeper understanding of physical activity through games, strategy, and creative play. This course emphasizes not only skill development but also a comprehensive exploration of game structures, rules, and the physical, mental, and social benefits of staying active.

Students will analyze individual and team-based games, focusing on how rules, strategies, and modifications impact gameplay, inclusivity, and enjoyment. Through active participation and guided discussion, students will evaluate what makes games engaging, accessible, and physically beneficial.

A central component of the course is student-led game design and instruction. Each student (or group) will create and develop a new game or modify an existing one by adjusting rules, objectives, or equipment. Students will then teach their game to the class, demonstrating leadership, communication, and organizational skills while encouraging peer participation and feedback.

By the end of the course, students will have a stronger appreciation for the role of physical activity in lifelong wellness, a deeper understanding of how games function and evolve, and the confidence to lead, adapt, and enjoy physical activity in a variety of settings.

Weight Training I (1 Unit)

Prerequisite: Successful completion of Health and PE

This course is designed to teach and implement aspects of the 5 components of fitness. The main focus is on muscular strength and endurance, cardiorespiratory function, agility, and flexibility as they relate to fitness and athlete development. This class is physically demanding and is meant to challenge you both physically and mentally as you make progress throughout the year. Students of any fitness level or background are encouraged, but you must come with a willingness to step outside of your comfort zone and challenge yourself on a daily basis.

Weight Training II (1 Unit)

Prerequisite: Successful completion of Weight Training I

This course builds upon the foundation established in Weight Training I. Students will continue to improve their muscular strength, endurance, cardiorespiratory function, agility, and flexibility through a strenuous physical fitness program tailored to the individual needs of the student.

Lifetime Fitness (1 Unit)

Prerequisite: Successful completion of Health and PE

Lifetime Fitness is an activity-centered course designed to help students in grades 10–12 develop the skills, habits, and confidence needed to stay physically active throughout their lives. The course emphasizes consistent movement, participation, and personal improvement through a wide variety of fitness activities.

Students will engage in cardiovascular training, strength and resistance exercises, flexibility and mobility work, and recreational and lifetime sports such as walking, running, circuit training, yoga, and team-based activities. The focus is on proper technique, effort, and progression, allowing students to build endurance, strength, coordination, and overall physical fitness.

Through regular participation, students will assess their fitness levels, set personal goals, and monitor their improvement over time. The course promotes self-motivation, accountability, and an appreciation for different types of physical activity, encouraging students to discover forms of exercise they enjoy and can continue beyond high school.

By the end of the course, students will have developed a personalized approach to staying active and the knowledge needed to safely and effectively engage in lifelong physical activity.

COMPUTER SCIENCE / TECHNOLOGY DEPARTMENT

AP Computer Science Principles (2 Units)

Prerequisite: Successful completion of Math 1 with a recommended grade of B or better and achieve proficiency on the Math 1 End-of-Course test. Recommendation Form Required.

The AP Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

Computer Science Principles Honors (1 Unit)

Prerequisite: Successful completion of Math 1

Computer Science Principles (CSP) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology impact the world. This course is designed to develop future leaders in computer science while also attracting and engaging students who are traditionally underrepresented in the field. Students will gain experience with essential computing tools and explore multidisciplinary connections across fields such as business, science, and the arts. Through hands-on projects, problem-solving, and collaboration, students will build skills in programming, data analysis, and computational thinking while examining the real-world impact of technology.

Cybersecurity Honors (1 Unit)

Prerequisite: Successful completion of Computer Science Principles or AP Computer Science Principles

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students use virtual labs to discover key concepts of the field. These labs progress from an individual computer to more and more complex network environments. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to

develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Robotics I Honors (1 Unit)

Prerequisite: Successful completion of Computer Science Principles/AP Computer Science Principles

This course provides students with a comprehensive foundation in robotics and coding using the VEX EXP/V5 platform, aligned with the North Carolina Essential Standards for Computer Science, IT, and Technology Education. Through engaging, hands-on activities and challenges, students will explore the fundamental components of the VEX EXP Kit, including hardware, sensors, and coding systems. Students will learn to design, build, and program robots to complete real-world tasks, fostering critical thinking, problem-solving, and collaboration skills. The curriculum emphasizes computational thinking and introduces programming concepts, preparing students to understand and apply automation and technology principles in various contexts. This course is ideal for students interested in engineering, computer science, or technology-focused careers, and it provides an exciting opportunity to engage in innovative, project-based learning.

Engineering Design Honors (1 Unit)

Prerequisite: Successful completion of Biology and Math I

This is a methods class with hands-on and project based learning utilized through-out the course. Teamwork and individual problem solving skills are captured through model and project building. Honors Engineering prepares students for college and post-secondary institutions. Post- Secondary readiness is achieved through real world application, model building, "rubbing elbows" with local engineers, project building and hands-on processes.

The students will travel outside the four walls of the brick and mortar classroom, learning first-hand, and communicating in-person with current engineering experts in the field.

Former GS Engineering Students will visit and assist current students with developing their plans for enrollment in State engineering institutions. Students will also learn how engineering is implemented inside local and state government.

If you desire to learn or understand the exciting applications of physics through building, constructing, and designing, this would be the class you should consider. College readiness in communication arts (English), history, mathematics, and science will be enhanced through actual participation(hands-on) rather than theory.

Architecture Honors (1 Unit)

Prerequisite: Successful completion of Biology I and Math I.

Each student will master invaluable college ready experience in architectural construction and design. Hands-on projects in combination with structural physics objectives are achieved through real-world applications.

Authentic working drawings/professional blueprints will be designed by each student in addition to solving architectural challenges through working in teams alongside classmates.

Students implement geometric construction, exploding three-dimensional isometrics, and design/build structural 3-D scaled models while using multi-view sectional blueprints.

Both commercial and residential professional working blueprints will be designed by each individual student in correlation with modern building practices; e.g. zoning-planning law, and NC State regulation/building codes.

Architecture: Future careers: Registered Land Surveyor, Project Engineering, Structural Engineering, Electrical Engineering, Real Estate/Property Investment, Mortgage/ Financial Investment, Building Contractor, Civil Engineering and Licensed Architect .

SKILLS MASTERED

-Post-secondary readiness and preparation :

- Mastery of current architectural-engineering practices with exclusive equipment, modern processes, systems, and technology.
- Hands-On experience and practice.
- Three Dimensional isometric modeling
- Auxiliary view construction
- Introduction to architectural rendering -Computer Aided Design
- Modeling with geometric Intersection and three dimensional development
- Exploded 3-D Isometric
- Individual design of the residential blueprint
- Solar power , geothermal , new electronic technology, and utility infrastructure
- Intro. Computer Aided Drawing
- AutoCAD literacy
- CAD Dim/Measure
- Computer Aided 3-D (Modeling)

NON-DEPARTMENTAL COURSES

AP Seminar (2 units)

Prerequisite: Successful completion of English I with a recommended grade of B or better. Recommendation Form Required.

Seminar is a 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. This will be a student driven course in which students seek to build their own curriculum with the assistance of the teacher. Students should be self-driven. This course is also part of the new capstone graduation program. This course is available beginning the Sophomore year.

AP Research (2 Units)

Prerequisite: Successful completion of AP Seminar with a score of 3 or better on the AP Seminar exam. Recommendation Form Required.

This course 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. Students will further their skills 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, a presentation with an oral defense. This course is available beginning the Junior year.

Leadership 1 Honors (2 Units)

Prerequisite: Instructor approval and at least a Sophomore standing

In this course, students develop practical leadership skills through hands-on experiences and active participation in school initiatives. Students engage in collaborative planning and execution of campus events, with an emphasis on project management skills such as goal setting, budgeting, fundraising, advertising, and event coordination. Students also build proficiency in a variety of communication methods, including public speaking, digital media, and professional written communication.

Leadership 2 Honors (2 Units)

Prerequisite: Successful completion of Leadership 1 Honors. Instructor approval and at least a Junior standing

In Leadership 2, students build on foundational leadership skills by taking on more independent and active leadership roles within the school community. Students lead and mentor peers while managing the full lifecycle of projects, including planning, organizing, and executing campus events with an emphasis on advanced project management skills such as goal setting, budgeting, resource management, and problem-solving.

Business CCP (1 Unit Per 2 Courses)

Prerequisite: Sophomore Standing, 2.000+ Unweighted GPA, Minimum score of 3 on both the Math 1 and ELA 8 EOC/EOG. Application Required.

Advanced sophomore students may elect to take these beginning CCP courses with an emphasis in Business. The pathway consists of BUS-110 Introduction to Business, BUS-115 Business Law I, BUS-137 Principles of Management, and CIS-110 Introduction to Computers. Students may take this suite of courses once they attain Sophomore Standing. These are college level courses with related workload. Content delivery is through online, asynchronous format with a possibility of a seated option.

Online Career and College Promise CCP Course (1 Unit Per Courses)

Prerequisite: Junior Standing, 2.800+ Unweighted GPA. Application Required.

This is our placeholder Gray Stone course for students with Junior level standing and above. Students who select an Online course will also complete the process of becoming a CCP student through Stanly Community College. All requirements must be met and maintained as stated in this handbook and in the Online course registration process.

BUILDING YOUR SCHEDULE

Based on your graduation plan, it should be fairly clear as to what needs to be taken next year to stay on track for graduation. We encourage students to forecast for the remainder of high school so they can plan for a balanced load instead of being overwhelmed in a particular year.

Please look over the options and begin building a schedule of which classes you would like to take. As you build the schedule, please keep the following in mind:

- You must have a class each class period in each semester
- Juniors and Seniors may register for online classes if they meet the requirements
- You must have a social studies and english each year and are strongly encouraged to take a math and science course each year even if you have met the graduation requirements

THE FRESHMAN SCHEDULE

- English I Honors
- Math I Honors or Math 2 Honors
- Civic Literacy Honors or AP U.S. Government & Politics (placement by Administration only)
- Biology Honors
- Health & PE
- Elective course(s) to complete the 6-period schedule

COURSE PREREQUISITES

A prerequisite is something that must occur before taking a course such as completion of another course, perhaps with a certain grade, or being a certain grade level. Courses with prerequisites are noted in this course catalog just under the course title. Students are expected to review this information before signing up for courses.

SUMMER RETAKE COURSES

Summer courses are available for students who are not successful in a **mathematics** course during the school year, and students may take one mathematics course during their high school career to remain on schedule for graduation. All other failed courses required for graduation must be repeated at Gray Stone. More information about options and costs are available from the Dean of Students.

SUBMIT YOUR SCHEDULE REQUESTS

Students will submit initial course interests through a Google form sent via your student email. Please complete that form within 48 hours from receipt. Official course requests will be submitted via Infinite Campus. Instructions will be given in class via small group. Once registration is complete and students receive their schedules, changes can be requested by the end of the first week of the fall semester for approved reasons. All course change requests will require administrator approval.

The following courses require instructor approval and administrative placement by the dean of students or principal.

- Leadership
- Yearbook