

Gray Stone Day School



Course Catalog

2023-2024

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:

- 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
- Science (3 Credits) - Biology, Chemistry, Earth & Environmental Science or AP Environmental Science
- Social Studies (4 Credits) - Civic Literacy or AP U.S. Government & Politics, World History or AP World History, US History or AP US History, and Economics and Personal Finance
- Health & PE (1 Credit)
- World Language (2 Credits)
- Electives (4 Credits)

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.

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.

ENGLISH DEPARTMENT

English I Honors

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

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.

English III Honors

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

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. This course will not only serve as a vehicle to improve communication skills, but will help students to understand their connection to the thinking of the past, to broaden their view of the world in which they live today, and to foster their future intellectual growth. 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. 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

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.

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 literary interpretation. In addition to those skills developed by the

Honors English III curriculum, this course focuses on engaging students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. 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 generic conventions and the resources of language contribute to effectiveness in writing. A summer reading assignment may be required.

AP English Literature and Composition

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

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.

Creative Writing Honors

Prerequisite: Successful completion of English I

This course emphasizes the development of skills in the creation and study of prose, drama, and poetry in an intensive workshop setting. Students are required to write in a variety of genres and to demonstrate a facility for giving and receiving constructive criticism. Students will demonstrate a better understanding of, and facility with, the revision and rewriting process through mastery of editing skills, including peer-editing.

Film as Literature Honors

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.

Fantasy Fiction Honors

Prerequisite: Successful completion of English I

This course is an advanced English elective designed to explore and interact with the fantasy genre. Students will study segments from fantasy literature including but not limited to the Lord of the Rings and its mythos, the Star Wars universe, horror stories such as those by H.P. Lovecraft, Steven King, and Edgar Allen Poe, and others. Students will also interact with the genre in elements of world-building, genre analysis, character creation, and more.

Young Adult Literature Honors

Prerequisite: English I Honors

This course will explore a wide range of literary works commonly marketed as Young Adult (YA). Readings include literature from a variety of genres with an emphasis on diverse voices and perspectives. Readings, discussions, and writing assignments will require in-depth analysis of the literary features of these books. Other assignments challenge students to consider the wide-reaching impact(s) that these YA novels have on adolescents. By the end of this course, students should have a deeper knowledge of the significance of Young Adult Literature, as well as a better understanding of different approaches to literary analysis. Students should also do some thinking about young adult readers, diversity, justice, literature, culture, politics, and the contexts in which these all meet.

MATHEMATICS DEPARTMENT

Math 1 Honors

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

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

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.

Precalculus Honors

Prerequisite: Successful completion of Math 3 with a recommended grade of C or better and/or achieve proficiency on the End-of-Course exam for Math 3

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 for Computer Science Honors

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.

AP Calculus

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

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.

AP Statistics

Prerequisite: Successful completion of PreCalculus or Math 3 with a recommended grade of B or better and achieve proficiency on the Math 3 End-of-Course test.

Per College Board, "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."

Biology Honors

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

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.

AP Biology

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

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

Prerequisite: Successful completion of Biology and Chemistry with recommended grades of B or better

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

Prerequisites: Successful completion of Biology and Chemistry with recommended grades of B or better

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

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

Corequisites: Chemistry and Math 3

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; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. In addition students will develop strong critical thinking skills, perseverance, and other skills necessary to be successful in college courses.

Forensic Science Honors

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.

Engineering Design Honors

Prerequisite: Successful completion of Biology

This is a methods class with hands-on and performance based learning utilized through-out this course. Teamwork and individual problem solving, coupled with college and post-secondary readiness will be achieved through real world application, model building, and hands-on processes. The students will travel outside the four walls of the brick and mortar classroom learning from current experts in the field. If you desire to learn or understand the exciting concepts of physics through building, constructing, and designing, this would be the class you should consider. Communication arts (English), history, mathematics, and science will be reinforced.

Anatomy & Physiology Honors

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.

Life Science Honors

Prerequisite: Successful completion of Biology and Chemistry

Students will study the topics of Genetics, Botany, Zoology, and Nutrition for one quarter during the school year. This course will intertwine personal life science topics as they relate to you, the human teen! We will explore the genetic methods that lead to improvements in our daily lives; explore the wondrous world of plants to whom we owe our sustenance; investigate the very kingdom to which we as animals belong; survey the most personal of topics: how the choices you make in your daily life can impact your health both now and for future generations.

Civic Literacy Honors

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

Prerequisite: Administrator approval based on middle school coursework for rising freshmen

Per College Board, in this course, students will, “study the key concepts and institutions of the political system and culture of the United States. You’ll read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project.” This course fulfills the graduation requirement for Civic Literacy.

World History Honors

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

Prerequisite: Successful completion of Civic Literacy with a recommended grade of B or better

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

Prerequisite: Successful completion of English II

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

Prerequisite: Successful completion of English II with a recommended grade of B or better and achieve proficiency on the English II End-of-Course test.

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

Prerequisite: Successful completion of English III

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."

AP European History

Prerequisite: Successful completion of English I with a recommended grade of B or better

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.

SPANISH DEPARTMENT

Spanish I

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

Prerequisite: Successful completion of Spanish I

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

Prerequisite: Successful completion of Spanish II 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

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.

NON-DEPARTMENTAL COURSES

STEM 1: Introduction to Design Thinking Honors

This course will provide an introduction to the Design Process and an introduction to STEM fundamentals in a variety of basic sciences. Students will develop project problem-solving skills via completion of simple to moderately complex design challenges. All projects will be grounded in scientific principles the student will have to understand and then apply to their project.

STEM 2: Advanced Design Thinking Honors

Prerequisite: Successful completion of STEM 1

This course will build on the skills learned in STEM 1. This course will introduce students to more complex technological and project challenges. These complex challenges are designed to include elements of more in-depth research, use of external resources and reliance on more complex scientific principles. These projects will span longer time frames and required advanced planning and project management skills. Extensive use of Critical Path Timetables and Project Management techniques will be required.

STEM 3: Moonshot Honors

Prerequisite: Successful completion of STEM 2

This is the capstone of our program. This course is based on college-level Engineering/Creative Design courses where students are working on highly independent projects of their own creation. Projects are grounded in multiple scientific principles and technologies. Projects require high levels of external resource utilization and frequently involve international resources. Students must first form teams, develop a project idea, “pitch” the proposed idea to a “review board”, plan the project, and garner resources including required outside connections (typically with companies, universities, NGOs, governmental organizations, etc.). Ultimately, students must present to a “panel” composed of Gray Stone personnel and outside members.

AP Seminar

Prerequisite: Successful completion of English I with a recommended grade of B or better

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

Prerequisite: Successful completion of AP Seminar

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.

AP Computer Science Principles

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.

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.

Leadership Honors

Prerequisite: Instructor approval and at least a Sophomore

In this course, students will examine the qualities of leadership and its types. They will explore the impact of leadership as well as the skills necessary to invoke change as a leader. Students will practice their skills through planning and implementing events on campus. Students are allowed to take this course in repeating years and receive credit. This will be reflected on the students' transcript as Leadership I/II.

Broadcast Journalism/Sports Broadcasting

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.

Photography & Digital Media

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.

Health & Physical Education

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.

Weight Training I

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

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.

Visual Arts I

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

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.

Digital Media in Publishing

Prerequisite: Successful Completion of Visual Arts I or Photography and Digital Media

This course will look into the uses of digital media in terms of the publishing industry. Students will work with Photoshop, Illustrator, Premier Pro, InDesign and other Creative Cloud Applications. The projects will range from work with book publishing, advertisement creation, audio publishing, and basic web design. The objective of the course is to give students an introduction and basic real world experience into the world of publishing.

Yearbook

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 desktop 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. **Honors credit is available for students who take on editor duties.**

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, six total
- 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
- Biology Honors
- Health & PE
- Spanish I or elective course

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.

ONLINE CLASSES

Requirements to enroll in an online course from the community college are a 2.800 unweighted GPA or qualifying test scores. When you register for an online class, you are doing so as a placeholder. Our counselor and Distance Learning Advisor will work with you to finalize your course request based on qualifications, interest, and availability. Each online course through Stanly Community College counts as a full credit. Please take note of the following:

- Juniors must have at least four seated classes, and they must take one or two CCP classes in the fall and one or two classes in the spring depending on the number of seated classes they are taking.
- The following classes must be seated at Gray Stone during the Junior year: English, Math, Social Studies, and an upper level Science elective.
- Seniors must have at least three seated classes at Gray Stone and a total of six classes the fall semester. The following classes must be seated at Gray Stone during the Senior year: English, Social Studies, and one elective. However, students who take Math 3 during their Junior year must take an approved Math course seated at Gray Stone in order to fulfill their graduation requirement.
- Seniors are allowed to have only four total classes (three of which must be seated at Gray Stone) during the spring semester as long as they remain in good academic standing.

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 must be repeated at Gray Stone. More information about options and costs are available from the school counselor.

SUBMIT YOUR SCHEDULE REQUESTS

You will receive a Google form via your student email. Please complete that form within 48 hours from receipt. Priority for courses will be given by grade level and GPA. Once registration is complete and students receive their schedules, changes can be made by the end of the first week of the fall semester as long as space exists to accommodate the change.

The following courses require instructor approval and administrative placement by the counselor or principal.

- Leadership Honors
- Yearbook