

# **Adult High School Diploma Program**

## **Student Handbook**

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### **Gaston College ... Opportunities for Life**

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#### VISION STATEMENT

Gaston College will be viewed as the premier post-secondary educational resource in the region, consistently recognized as an exceptional community college and known in the state and nation for successful and innovative programs.

#### MISSION STATEMENT

Gaston College is an open-door public community college, located in Gaston and Lincoln counties, that promotes student success and lifelong learning through high caliber, affordable, and comprehensive educational programs and services responding to economic and workforce development needs.

#### ACCREDITATION

Gaston College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. (SACS: 1866 Southern Lane, Decatur, Georgia 30033-4097, 404-679-4501)

#### EQUAL OPPORTUNITY

Gaston College is committed to affirmative action and equal opportunity in employment and education, and does not discriminate against current or potential employees or students on the basis of race, color, religion, sex, national origin, age, or disability.

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# Adult High School Diploma Program

## Welcome

Welcome to the Adult High School Diploma Program. This handbook was developed to assist you in designing your educational plan while enrolled in the AHS program at Gaston College. You are responsible for reading and understanding the information, policies, and procedures contained within this guide. Our staff is dedicated to helping you reach your educational goals, and will offer encouragement and support to make your educational experience with us enjoyable and successful.

## Addresses & Contacts

Dallas Campus:  
Gaston College AHS  
201 Hwy 321 South  
Dallas, NC 28034

Lincoln Campus:  
Gaston College AHS  
511 South Aspen Street  
Lincolnton, NC 28092

Secretary, AHS/ESL:	(704) 748-5205	<a href="mailto:propst.tonya@gaston.edu">propst.tonya@gaston.edu</a>
Coordinator, AHS:	(704) 922-6319	<a href="mailto:hissom.debra@gaston.edu">hissom.debra@gaston.edu</a>
Secretary, LIF Bldg:	(704) 922-6545	<a href="mailto:butler.belinda@gaston.edu">butler.belinda@gaston.edu</a>
Director, Life Skills:	(704) 922-6352	<a href="mailto:mclain.rebecca@gaston.edu">mclain.rebecca@gaston.edu</a>
Student Success Counselor	(704) 922-2268	<a href="mailto:graves.vicky@gaston.edu">graves.vicky@gaston.edu</a>

## About the Program

The Adult High School program offers day and evening courses for high school credit to adults\* who desire to complete their high school diploma. A student must score 9<sup>th</sup> grade level or above on an approved reading assessment test in order to enter the AHS program. There are no tuition costs for the program. Upon successful completion of all requirements, a high school diploma will be issued by the Gaston/Lincoln County Boards of Education and the NC Department of Public Instruction through Gaston College\*\*. After successful completion of the program, students are invited to participate in a cap and gown graduation ceremony.

\*All 16 & 17 year olds must be officially withdrawn from school and complete and submit minor paperwork as designated by Gaston College.

\*\*Student must complete at least one credit in the Adult High School in order to receive a diploma from Gaston College.

## Required Credits for Graduation

Credit requirements are determined by the NC Department of Public Instruction. The total number of credits required for graduation is 22 credits. Any credits already earned in high school will be accepted and counted toward this total. Students must meet all local and state requirements in addition to the 22 credits to be eligible for graduation.

### Course Requirements

<b>English</b>	<b>4 Credits</b> I, II, III, IV
<b>Math</b>	<b>4 Credits</b> Algebra I or NC Math 1 Geometry or NC Math 2 Algebra II or NC Math 3 1 Additional Math (determined by college/career plans)
<b>Science</b>	<b>3 Credits</b> Physical Science Biology Earth/Environmental Science
<b>Social Studies</b>	<b>4 Credits</b> US Government & Econ US History I or American History I US History II or American History II World History
<b>Health &amp; PE</b>	<b>1 Credit</b>
<b><u>Electives</u></b>	<b><u>6 Credits</u></b>
<b>Total</b>	<b>22 Credits*</b>

\*students 16 & 17 years of age will be required to take additional elective courses to meet graduation requirements of the local public school system.

## How to Register

New students must complete a one-day AHS Student Success Class, at which time they will be tested to qualify for the AHS program, and register for AHS courses. Students also receive instruction/training on the digital curriculum used in the AHS program and methods for student success. Students must bring their NC Driver License or NC Identification Card, Social Security Card, Minor Paperwork (if applicable), and an unopened official transcript to this class. Students with incomplete files may not be allowed to register.

Current students will be expected to register for new classes after the initial orientation with his/her advisor as they finish their current class. Students are expected to attend the first day of class at which time the instructor will officially enroll them in the course. Students who do not attend classes for which they are registered will receive a grade of "No Show" for each class. No Shows will be printed on AHS transcripts as "NS".

- A student will not receive credit for any course for which registration has not been completed.
- It is the student's responsibility to register for classes.
- It is the student's responsibility that he/she is enrolled in the correct courses that meet requirements for his/her diploma.
- It is the student's responsibility to ensure that all course and graduation requirements are met.

## Canceled Classes

Gaston College reserves the right to cancel classes due to insufficient enrollment or other extenuating circumstances. In the case of canceled classes, every effort will be made to reassign students to another class.

## Student ID

All Adult High School students are required to have a Gaston College photo ID card unless they are in the online program. Students will receive a student ID approval form during the AHS Student Success Class. Students must visit Campus Police and have ID made *within one week of the date on the form*. Students attending classes on the Dallas Campus must present ID to Security upon entering the Pearson Life Skills Building. ID should be worn and visible at all times while in the building. The first ID card is free. There is a \$10.00 replacement fee required by security for lost IDs.

## **Class Attendance**

**The responsibility for class attendance is placed specifically on the student. A student who fails to maintain attendance requirements should not expect to pass the course Students must attend class or they **WILL NOT** be allowed to progress in the assigned course. The student's class may be disabled due to non attendance.**

The student is responsible for all material assigned in each course. Absence from class does not relieve the student of the responsibility for the performance of any part of the course work. The instructor is not required to offer the student an opportunity to make up course work. The decision to assist the student with make-up work, including tests, in every case rests with the instructor. The instructor will require documentation of medical and personal circumstances presented by the student before allowing make-up. Course work not completed will affect a student's final grade.

## **Attendance Requirements**

- **AHS classes are intentionally short and therefore students are expected to attend class on every scheduled class day without exception.**
- Student attendance is required Tuesday, Wednesday and Thursday; however, students may continue to work on their course at home. Quizzes and Test must be taken in class with an instructor present unless they are in the online program.
- Students who do not attend an entire class period will only be given partial credit for attendance rounded to the nearest quarter hour.
- If a student is absent for a valid reason, he/she may present official written documentation (medical release, jury duty, death in immediate family, etc.) to the instructor. The Instructor will determine if absence is excusable and/or make-up work will be allowed.
- If for any reason a class is cancelled for the day, it may be made up by having class on a Monday, Friday, or a vacation day.
- Students are to remain in the classroom for the entire scheduled class time unless on official class break or other circumstance approved by the instructor. Students who leave class without instructor approval will be counted absent for the entire time they are not in class.

## **Withdrawal**

A student who stops attending class for any reason will be withdrawn from the class. Student will receive a grade of "W" for the course on their transcript. If a student is withdrawn from all classes for two consecutive semesters, he/she will not be allowed to register for the following semester.

## **Grading System**

A =	90 – 100
B =	80 – 89
C =	70 – 79
D =	60 – 69
F =	0 – 59
I =	Incomplete (F)
NS =	No Show
W =	Withdrawn
CS =	Continued to next semester

A final grade is an evaluation of the student's work and achievement throughout a course. Once a grade has been submitted, it will not be changed, except in the event of a clerical error or by successful student petition for appeal.

Incompletes may be removed by repeating the course for a passing grade or making up coursework (when appropriate.) Otherwise, a grade of I will be recorded as an F on the student's final transcript.

No Shows and Withdrawals will be recorded on official transcripts.

All petitions for grade changes must be filed in the AHS office within the semester after the grade was earned. Prior to petitioning for a grade change, a student should meet with the instructor for the course to discuss the grading process and try to resolve the conflict. If no satisfactory solution is found, then the student may petition to the Coordinator of the AHS program.

## **Important Grade Requirements**

- Students must obtain a passing grade.
- Students must complete all requirements for the course.
- Students must pass the comprehensive final exam.
- Students must abide by the signed attendance contract.
- Students must be present in class for designated class time.
- Students must remain actively engaged and demonstrate progress in the course during each class period.

## **Transcripts, Grade Reports, and Enrollment Verifications**

Official and student copies of transcripts are available through the AHS office. Students must complete and sign an official *transcript request form* or *grade report request form* before grades will be released. Transcripts will not be faxed. Gaston College does not issue transcripts from other colleges or high schools. Any student needing a transcript from a school previously attended should contact that institution.

Proof of enrollment can also be obtained from the AHS office upon completion of an *enrollment verification request form*. Proof of enrollment will not be issued until a student has consistently attended at least four weeks of class.

*There is a processing time of five business days required for all transcript & enrollment verification requests.*

## **Satisfactory Academic Progress**

### **Academic Alert/Suspension**

Students should exhibit "satisfactory progress" in order to remain in good standing in the AHS program. Satisfactory progress is stated in terms of minimum grades; completion of course requirements; and the achievement of certain knowledge, skills, and abilities. If a student does not maintain satisfactory progress, he/she will first be placed on academic alert, and notified in writing. If after the subsequent quarter the Academic Alert status has not been removed, the student will be placed on academic suspension, and will not be allowed to re-enroll in the AHS program for one semester.

## **Behavior Requirements**

Participation in the AHS program at Gaston College is a privilege for each student. By entering classes, students take upon themselves certain responsibilities and obligations, which include an honest attempt at academic performance and social behavior consistent with the lawful purpose of the college.

Strict adherence to the following rules is expected:

- No one will be allowed to disrupt the educational process of another student. This includes classroom disturbances such as talking, noises, excessive tardiness, etc.
- Use of cell phones and streaming devices are also disruptive and will not be allowed in class.
- There will be no children or babies allowed in the classroom.
- No food or drink is allowed in computer labs.

- Appropriate and modest attire is expected. Students should not wear short shorts, halter-tops, or clothing with inappropriate language or pictures that may be offensive to others.
- Students are expected to be actively engaged in coursework during class.
- Students who access the Gaston College network are required to adhere to our Acceptable Use Policy when using computer resources.
- Students must abide by the Gaston College Code of Conduct and all Gaston College/Life Skills policies and rules.

Failure to comply with the above policies will result in removal from class. Students who are asked to leave the classroom for any reason or are not attending class are to leave the campus immediately.

## **Dismissal Policy**

Students may be suspended or expelled from the program for violation of the Gaston College Student Code of Conduct. Students who are found in violation will be referred to the Associate Vice President of Student Services. Students may appeal any sanction as stated in the Gaston College Student Handbook. All students should receive copies of, and are responsible for knowing and following, all policies listed in this AHS Handbook and Curriculum Guide and the Gaston College Student Code of Conduct/Student Handbook.

*Violation of the following will result in the recommendation for immediate dismissal from the program:*

- Possession of a weapon...knives, firearms, or any object a person could reasonably believe was intended to be used as a weapon.
- Possession, distribution, or being under the influence of drugs or alcohol.
- Assault...fighting and/or inappropriately touching another person without their consent.
- Harassment (sexual/racial)... or any conduct which places undue fear or pressure on another person.

## **Student Honesty**

Dishonesty, cheating, plagiarism, and knowingly furnishing false information to the college are regarded as serious offenses. Cases of dishonesty will first be considered at the departmental level; then the matter will follow procedures in accordance with the Code of Student Conduct.

## **Credit by Exam**

The content of the challenge test shall measure demonstrated mastery of course competencies. A minimum grade of 85% will be required to demonstrate mastery and receive a credit for the course. A student may not re-take a challenge test. *Challenge tests will only be given when there has been prior learning experience with the subject matter.* For example, a student who is withdrawn after successfully completing 75% of the course with passing grades may attempt a challenge test rather than repeating the course. Challenge testing applies to a limited number of core courses. A student may not challenge elective courses. Tests are given by appointment only and must be scheduled during the first two weeks of the class. A maximum of two credits may be earned through challenge testing. The AHS Coordinator will determine a student's eligibility for challenge testing.

## **Testing**

### **Placement testing**

Students will be given placement testing during the Basic Skills Student Success Class. These scores will be used to determine eligibility for the AHS program and also which courses a student will be allowed to take.

### **End of Course Exams**

All students are required to pass a comprehensive final exam or a combination mid-term/final exam for each adult high school course in order to receive credit.

## **Petitioning for Graduation (required to graduate)**

All potential graduates are required to complete and submit an "AHS Graduation Petition." Petitions will be distributed and explained to potential graduates during the program year in which they are expected to graduate. At that time, the student will meet with the Basic Skills Student Success Counselor to discuss transitioning to future education and career pathways.

***Students who do not complete and submit their petition by the deadline will not graduate, regardless of satisfactory completion of required credits.***

***A student must complete a course/earn a credit and petition for graduation during the same \*program year. If all requirements are not met and/or the petition is not submitted, student may be required to take additional courses upon returning during the next \*program year.***

*\*a program year is defined as July 1<sup>st</sup> – June 30<sup>th</sup>*

## **Graduation Ceremony**

All graduates will be given an opportunity to participate in a cap and gown graduation ceremony. The ceremony is held once per year for all graduates from the previous year.

Upon completion of the AHS program, all students will be given a "Petition for Graduation Ceremony Form", which must be completed and returned to the Life Skills office. There is a small graduation fee, currently \$20.00, to offset the cost of the cap and gown. The graduation fee must be paid to the Gaston College business office.

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## **AHS Course Descriptions**

The courses listed below have been endorsed by the Gaston/Lincoln County School Systems. The list may change periodically based upon NC Department of Public Instruction requirements. Based on a review of the individual's transcript, a student will be advised about the appropriate course(s) to take. Successful completion of selected course(s) will result in obtaining a high school diploma from Gaston/Lincoln County Board of Education through Gaston College.

### **English:**

#### **ENG 1:**

English 1 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

*This course is aligned with the Common Core State Standards for English Language Arts.*

**ENG 2:** Prerequisite: ENG 1

English 2 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction.

*This course is aligned with the Common Core State Standards for English Language Arts.*

**ENG 3:** Prerequisite: ENG 2.

In English 3, students examine the belief systems, events, and literature that have shaped the United States. Starting with the Declaration of Independence, students explore how the greatest American literature tells the stories of individuals who have struggled for independence and freedom: freedom of self, freedom of thought, freedom of home and country. Students reflect on the role of the individual in Romantic and Transcendentalist literature that considers the relationship between citizens and government, and they question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. As well, reading the words of Frederick Douglass and those of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Finally, students reflect on how individuals cope with the influence of war, cultural tensions, and technology in the midst of trying to build and secure their own personal identity.

*This course is aligned with the Common Core State Standards for English Language Arts.*

**ENG 4:** Prerequisite: ENG 2

English 4 asks students to delve into the mingled history of British and World literature. It asks students to imagine: Face to face with a human being unlike any you've seen before, do you feel fear, awe, or curiosity? Do you look for what you can give, what you can take, or what you can share? Do you find unfamiliar people and customs magical, mysterious, or monstrous? Students explore how humans interact with and influence each other — historically, socially, and otherwise — and examine the complexities of cultural identity in our global and fast-changing world.

*This course is aligned with the Common Core State Standards for English Language Arts.*

## **Mathematics:**

### **Pre-Algebra: Elective**

Introductory Algebra provides a curriculum focused on foundational concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice"-based exploration of basic concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge through a variety of problem-solving applications.

Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations.

### **Algebra I:**

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

*This course is aligned with the Common Core State Standards for Mathematics.*

### **Geometry:** Prerequisite: Algebra I.

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

*This course is aligned with the Common Core State Standards for Mathematics.*

**Algebra II:** Prerequisite: Algebra I, Geometry.

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

*This course is aligned with the Common Core State Standards for Mathematics.*

**Pre-Calculus:** Prerequisite: Algebra II.

Pre-calculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses.

The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

**Probability & Statistics:** Prerequisite: Algebra II.

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

## **Social Studies:**

### **American History I:**

This course traces the nation's history from the pre-colonial period to the end of the American Civil War. It emphasizes the colonial period and the creation of a new nation and examines the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system.

Students first explore the earliest points of contact between individuals from Europe, Africa, and North America. They then probe the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in the Civil War. Woven throughout this narrative history is a strong focus on the changing conditions of women, African Americans, and other minority groups. The ways in which Americans lived, ate, dressed, and interacted are also highlighted.

### **American History II:**

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

### **US Government & Economics/Civics/ELPS:**

U.S. Government and Economics/Civics/ELPS offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. and Global Economics provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

### **World History:**

In World History, students learn to see the world today as a product of a process that began thousands of years ago when humans became a speaking, travelling, and trading species. Through historical analysis grounded in primary sources, case studies, and research, students investigate the continuity and change of human culture, governments, economic systems, and social structures.

### **Science:**

#### **Biology:**

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

#### **Chemistry:**

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter,

chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

### **Earth Science:**

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

### **Physical Science:**

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method.

### **Physics:**

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

## **Health & PE:**

### **Health and Wellness/Contemporary Health:**

This course is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health Opportunities through Physical Education (HOPE) combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness. Through active participation and real-world simulations, the course aims to demonstrate firsthand the value of conscientious lifestyle management.

HOPE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and social health; physical activity; nutrition; substance use and abuse prevention; disease and disorders; injury prevention and safety; and personal health.

### **Career & Technical Education (CTE) Electives:**

**Currently under revision, will be posted when completed.**