



# Upper School Curriculum Guide 2022 - 2023

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*The Upper School Curriculum Guide is provided to assist students and families with an understanding of requirements for receipt of a North Carolina College/University Preparatory diploma from Pine Lake Preparatory Charter School. Liberal Arts learning experiences are provided at Pine Lake throughout the curriculum to help students exceed their goals and aspirations. An ever-changing world may require course changes reflecting concerns of the community, state mandates, the expressed desires of students, and the evaluation of course content in addition to the Pine Lake Preparatory Charter.*

***Parents and students are urged to carefully check entrance standards for the college or university they may be interested in attending after high school graduation to be sure they have met all necessary standards.***

# Pine Lake Preparatory Graduation Requirements

## **English:** Four courses

- English I, English II, English III or AP English Language, English IV or AP English Literature

## **Mathematics:** Four courses

- Math I, Math II, Math III, and a course for which Math III is a prerequisite (Math IV or Pre Calculus).

## **Science:** Three courses

- (1) Biology, (2) Earth and Environmental Science or Advanced Placement Environmental Science, (3) and a physical science class with at least one laboratory course (Chemistry or Physics) .

## **Social Studies:** Four courses (Class of 2023)

- World History or AP World History
- Civics/Economics
- American History I, American History II, American History or AP United States History
- Students will need an additional Social Studies course to meet the minimum requirement of four.

## **Social Studies:** Four courses (Class of 2024, 2025, and 2026)

- World History or AP World History
- American History or AP United States History
- Economics & Personal Finance
- Civic Literacy or AP United States Government & Politics

## **Fine Arts:** Four courses in a student's chosen Fine Art focus area

- A Student must complete four (4) fine arts courses while in high school.
- Independent Study in Fine Art focus with committee approval (sample form in appendix)
- If the student completes a STEM track (four courses), only two Fine Arts courses are required

## **Spanish:** Two courses required for graduation

- Spanish I and Spanish II are required to graduate
- Spanish III, Spanish IV and Spanish V are highly recommended

## **Healthful Living/ Physical Education:** 1 credit required for graduation

- NC Health/Physical Education is mandatory for all public school students.

## **Ethics of Technology:** A semester course will be completed during a student's senior year

## **Learning Through Service**

- 40 hours per academic year totaling 160 hours required for graduation

## **Journey Project:** Graduation Project with passing grade from a Review Committee.

Pine Lake Preparatory is a college preparatory school. The curriculum at the Upper School will be reviewed annually to accommodate changes in college and university expectations and standards. In addition, Middle and Upper School students are expected to engage in appropriate summer opportunities which may include SAT preparation, learning experiences through travel, suggested and assigned reading, or classes and internships.

# Grade Point Average and Course Weighting

Grade point average calculations will be applied as follows: This scale *does not* include “pluses” or “minuses”. Local school districts are required to follow the new scale at the high school level (grades 9-12), and they may use it in lower grades, if desired.

A: 90 - 100 = 4.0 (unweighted)

B: 80 - 89 = 3.0 (unweighted)

C: 70 - 79 = 2.0 (unweighted)

D: 60 - 69 = 1.0 (unweighted)

F: < 59 = 0.0 (weighted and unweighted)

Quality Points: An additional 0.5 quality point is added for Honors courses and a 1.0 additional quality point to Advanced Placement courses, community college courses, or four-year university or college courses taken in high school. This scale eliminates discrepancies between these courses. Student transcripts will now include numerical grades, in addition to the GPA and letter grade.

## State and National Testing Programs

### State Testing

#### A. North Carolina End-of-Course Testing (EOC)

North Carolina EOC Tests are designed to assess the curriculum as defined by the North Carolina Standard Course of Study. EOC tests are intended to cover the general curriculum areas of English, Math, and Science. Students are required to take the EOC tests in order to receive credit for the class and their score on the EOC will account for 20% of the student’s final grade.

EOC tests will be given at the end of the current school year for the following subject areas:

The **Math 1 exam** tests assess various topics within the mathematics curriculum and emphasize problem solving. Students are expected to have access to either a graphing or a scientific calculator during the test administrations.

The **Math 3 exam** tests the student’s ability to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning.

The **Biology exam** test assesses students' knowledge and understanding of important principles and concepts, understand and interpretations of laboratory activities, and relate scientific information to everyday situations.

The **English 2 exam** test assesses several areas of the language arts curriculum including reading and writing. This test requires editing for sentence formation, usage mechanics, and spelling as well as reading and answering questions based on passages from various types of literature, including literary, informational, and practical texts.

## B. NON EOC Final Exams

All non EOC classes may have a final exam. This decision is up to the discretion of the classroom teacher.

## C. Advanced Placement (AP) Exams

AP courses are rigorous classes which offer students opportunities to earn college credit. Depending on the student's score on the Advanced Placement subject test, students may receive college credit for these courses. Each college/university has their own policy regarding acceptance of these credits and students need to be aware of these policies.

Due to the accelerated pace, the amount of additional reading and depth of assignments required in these classes, Pine Lake Preparatory recommends limiting the number of Advanced Placement courses in which students may enroll.

All students enrolled in an Advanced Placement course are expected to take the AP Exam at the conclusion of the course. This date is set by The College Board and communicated by the classroom teacher. Failure to take the AP Exam will result in the student earning a zero for their final exam, 20% of the course grade.

## D. North Carolina ACT and Pre-ACT Testing

North Carolina began administering the ACT to all juniors in 2011-12 and the Pre-ACT to sophomores in 2016-17. Each of these assessments will be administered at Pine Lake.

Pine Lake Preparatory Upper School administers the Preliminary Scholastic Assessment Test (PSAT) in October. This is a practice exam in preparation for the SAT. Students are encouraged to take the Scholastic Assessment Test (SAT) at least once during their Junior class years in an effort to meet college entrance requirements. With the exception of the ACT taken by 11<sup>th</sup> grade students during the spring semester at Pine Lake, students make individual choices about when and where to take these tests as they prepare for college entrance requirements.

## E. North Carolina Alternate Assessment (ECS students only) -

All students with a significant cognitive disability and who have a current IEP, participate in the EXTEND1 end of year assessments. These are the following alternate assessments for the following grades and content areas:

- Grade 10 - Math I, Biology, English II
- Grade 11 - ELA, Math and Science assessments

## Honors vs. College Prep

Our graduation standards exceed those of the state and UNC minimum entrance requirements. We are committed to examining our Course of Study to ensure all students have the opportunity for broader choices as they complete courses which will lead to college/university acceptances. Based on an interpretation (June 2011) of the Pine Lake Preparatory Charter by the Office of Charter Schools and the NCDPI Exceptional Children's Division, Pine Lake offers Honors level and College Prep level courses. In addition, we wanted to be sure each individual involved in educating students at Pine Lake is aware that we will meet the needs of students based on their individual course selection - regular classroom, inclusion classroom, or resource classroom - in the best interest of each student.

As we embark on registration for courses for the 2022-23 school year, students will be able to choose a College Preparatory level option or a Honors level option in areas mandated by the North Carolina Standard Course of Study or PLP graduation requirements. Both levels may be taught in heterogeneous classrooms throughout the Upper School. Each Upper School teacher who teaches one of the multi-level courses has created a Honors level course syllabus and a College Preparatory Level course syllabus. Assignments, assessments, and homework will be the predominant means of how we will differentiate and layer material in a manner to benefit all students while not adversely impacting student learning.

We want to be sure there is also clear understanding that all College Preparatory level courses will not be assigned a weight attached to the grade point average (they will be on a 4.0 scale) and we will continue to have a specific requirement for participation in athletics and for driving privileges on campus that students need to meet.

It is also important for all in the Pine Lake community to understand that once a family decision is made regarding the level of course their child will take, the decision will not be changed after the tenth day of school without a conference with the student's counselor and administrative approval.

# Engineering & Computer Science (STEM)

## **Engineering**

Pine Lake is using a curriculum created and developed by Project Lead the Way (PLTW): the nation's leading provider of STEM programs. This world-class curriculum and high-quality teacher professional development model, combined with an engaged network of educators and corporate and community partners, help students develop the skills necessary to succeed in our global economy.

There are PLTW programs in more than 5,000 elementary, middle, and high schools in all 50 states and the District of Columbia. PLTW schools can be found in rural, urban, and suburban districts; across all income levels; as well as in public, private, and charter schools. PLTW's success in preparing students with the knowledge and skills they need to succeed has been recognized by colleges and universities, Fortune 500 businesses, and numerous national organizations including Change the Equation, the Social Impact Exchange, and more. (<https://www.pltw.org/about-us>)

Introduction to Engineering Design, Principles of Engineering, Aerospace Engineering, and Engineering Design and Development (Capstone) will be offered as part of an Engineering Pathway.

## **Computer Science**

Pine Lake is committed to preparing students for the future. Since its inception during the Industrial Revolution, computer science has become essential to everyday life and changed nearly every part of society: Cybersecurity experts protect companies from foreign and domestic interference, while everyday people stream movies and connect with video conferencing technology. Demand for computer science professionals continues to rise and is projected to grow steadily over the next few decades. Computer science professionals play a critical role wherever they work, developing complex solutions that help organizations overcome a variety of difficult challenges.

Educating students in computer science is also beneficial to those not interested in the computer science field. With the digital age rising, there is a need to develop logical thinking and problem-solving which are all a part of the computer science curriculum. Students will be encouraged and guided to develop avid skills using computers and applying their passions using technology.

Intro. to Computer Science, AP Computer Science Principles and AP Computer Science A, Cybersecurity and AI/Machine Learning, and Computer Science Capstone will be offered in the Computer Science Pathway.



# Course Add/Course Drop/Course Withdrawal

Upper School courses can be **added or dropped** from a student's schedule within the first ten (10) days of the academic school year for year-long courses and within the first five days for classes that are semester in length. Teachers do not have the ability to add a student to their class. School counselors and/or administrators are the only individuals capable of changing a student's schedule.

After the tenth day of the academic year for year-long classes or the fifth day for semester classes, the Principal of the Upper School approval is needed for a student to be **withdrawn** from a course. In most cases, a student withdrawing from a class after the tenth day will receive a WF (withdraw failing) or a WP (withdraw passing) on their transcript for the course being dropped. A WF and/or WP does not affect the student's GPA.

## North Carolina Virtual Public School (NCVPS)

North Carolina Virtual Public School (NCVPS) provides students the opportunity to take online courses that are not available at Pine Lake Prep. A successful online student is self-motivated with effective communication and time management skills. NCVPS courses will appear on a student's high school transcript and count towards their Grade Point Average (GPA). Most courses offered are one semester long. For a complete list of courses available through NCVPS, please visit <http://www.ncvps.org>.

Opportunities for Credit Recovery may also be available using NCVPS for students who have failed a core course. Students pre-assess at the beginning of each unit in an effort to determine which assignments from the unit are required to be completed. A high score on the pre-assessment will allow the student to exempt most or all of the assignments of the unit. All assignments in the course will align with the goals of the Standard Course of Study and will prepare students for retaking the NCFE or EOC. Credit Recovery courses may not be taken for first-time credit – the student must have previously failed the course. The final grade will result in a pass (P) or fail (F). Students interested in Credit Recovery courses through NCVPS must be able to devote ninety minutes (Monday-Friday) to working on the course.

To take a course through NCVPS, students must submit a request using a Google Form that will be provided by the counselor. Each request is reviewed by the Upper School Principal and approved or denied based on the academic merit. The cost will fall to the student unless the desired course is a graduation requirement that cannot fit into the student's academic schedule during his or her high school career.

# Career and College Promise (Dual Enrollment)

The College and Career Promise program allows eligible juniors and seniors to take college classes for both PLP and college credit. Students who take Universal General Education Transfer Component Courses (UGETC) have a transfer-guarantee to any UNC system school if they earn a minimum grade of C. Please see the Comprehensive Articulation Agreement for details on how courses transfer: <https://www.northcarolina.edu/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa>.

While tuition is free, students are still responsible for the cost of books and fees. Courses are semester long and can be taken in the fall, spring or summer. Summer is limited to rising seniors only. Students can choose to take classes online or in-person at a local community college. Course offerings and scheduling vary by college and are available in both core and elective subject areas. Students still enter college with first-time freshman status, making them eligible for incoming student scholarships.

## **Students Eligibility Requirements:**

Students must be a high school junior or senior with a unweighted GPA of 2.8 on high school courses. For additional information regarding requirements visit:

[CPCC](#) (Central Piedmont Community College)

[MCC](#) (Mitchell Community College)

## **Application Procedure:**

Students must receive approval from both their parent/guardian and the Counseling Department. After meeting with the Counseling Department to discuss how participation in this program will further their college/career goals, and whether this program is compatible with their plans, students must complete all application materials and submit them to the Counseling office by the stated deadline each semester (deadlines vary by community college).

# Student Honor Code

The Honor Code and Honor Pledge, its explanation, procedures, and sanctions for violations are outlined below. The student's signature of acceptance of the pledge, as well as the parents' acknowledgment of this, appears with the returned Signature Page from the Family Handbook. Teachers may, if they choose, require students to sign the pledge on specific assignments.

## **Honor Code Pledge**

I pledge to support the Honor Code of Pine Lake Preparatory. I will refrain from any and all forms of academic dishonesty or deception, such as cheating. I am aware that as a member of the Pine Lake academic community, it is my responsibility to turn in all suspected violators of the Honor Code. I will neither give nor receive unauthorized assistance in any academic exercise.

## Explanation of the Honor Code

Students, faculty, staff, administrators and parents at Pine Lake Preparatory create a community founded on trust and nurtured by honorable action. However, the internal condition of integrity does not spring forth fully formed as students cross the threshold of the school on the first day of class. Rather, students must be challenged to commit to integrity. Just like academic classes encourage the development of the intellectual capacities of students, a well-constructed honor system encourages the growth and development of integrity in students. Students must be challenged to honorable action by the educational community of which they are a part.

A violation of the Honor Code consists of any actions, whether intentional or unintentional, which disregard honesty, and diminish the integrity of both the individual and the community. Moreover, such actions do not give the Teacher the opportunity to evaluate the student fairly or offer assistance when it is needed. They also deprive the student of a valid learning experience which is crucial to the education process.

While a member of the Pine Lake community, each student is expected to conduct himself/herself with integrity and to uphold the Honor Code. Though not exhaustive, the following represent examples of actions which violate the Honor Code:

1. **Cheating:** any practice, method, or assistance, whether explicitly forbidden or unmentioned, that involves any degree of dishonesty, fraud, or deceit. Some examples may include the copying of work or giving your work to another, the unauthorized use of study aids or collaboration during testing, obtaining or distributing copies of testing materials, or giving/receiving information regarding a test before, during, or after the test.
2. **Plagiarism:** Representing another's ideas or words as one's own, whether published or unpublished, as your own without proper citation of credit.
3. **Lying (Falsifying data or fabricating academic documentation):** Buying, selling, giving, or receiving papers, projects, essays, notebooks, or the like, from any source, including the Internet. Forging or providing incorrect notes or letters of any kind or lying to an administrator or Teacher during investigations of academic dishonesty.
4. **Reporting:** Each Pine Lake student is honor bound to report, immediately, all violations of the Honor Code for which the student has first-hand knowledge.

## Upper School Classroom Testing Guidelines for Students/Staff

To assist students in managing their workload, it is not recommended that students take more than two assessments on the same day. If a student has a third exam/major assessment scheduled, he/she may speak with a teacher to arrange a time to take the exam/major assessment on a later date.

All staff will inform their students of an exam at least three days prior to the assessment. **With this timeline established, a student must request to defer an assessment at least 48 hours in advance.** Any request after the 48 hour deadline will be at the discretion of the teacher.

# Honor Society Participation

The **National Art Honor Society** (NAHS) is designed specifically for high school students in grades 11 and 12. In 1978, the National Art Education Association began the National Art Honor Society program specifically for high school students, for the purpose of inspiring and recognizing those students who have shown an outstanding ability in art. The NAHS strives to aid members in working toward the attainment of the highest standards in art areas, and to bring art education to the attention of the school and community.

Visual arts-focused students at Pine Lake will be selected for membership based on dedication, subject interest, and academic responsibility. Students must be a junior or higher, be on their third year/level of art, and maintain an A in their art class. Students will participate in various events throughout the year that bring about awareness and interest in the arts.

The **Math Honor Society** (Mu Alpha Theta) is the National High School and Two-Year College Mathematics Honor Society with 99,000 student members in June 2013 in more than 2000 schools. At Pine Lake, students need to have a 4.0 weighted GPA, have an A average in the math classes taken, and have taken Math 1 (Algebra 1) and Math II (Geometry), and currently be enrolled in a higher level math class in order to receive the invitation. This honor society is dedicated to inspiring keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics in high school and two-year college students.

The **National Honor Society** (NHS) recognizes students for outstanding scholarship, leadership, character, and service. Students are invited to complete an application for admission to the NHS based on a 4.2 weighted grade-point average (GPA) in the fall of their junior year. In the student's application, the student will illustrate how he or she meets each of the four criteria, and the student must demonstrate all four characteristics to be offered admission into the Society. Membership in the Society is a national honor that recognizes students for more than just grades.

The *Sociedad Honoraria Hispánica* (**Spanish Honor Society**) is an honor society for Upper School students enrolled in Spanish and is sponsored by the American Association of Teachers of Spanish and Portuguese. The purpose of the society is to recognize high achievement of Upper School students in the Spanish language and to promote a continuing interest in Hispanic studies. Any Upper school student who has maintained an honor average in the study of Spanish for a minimum of three years and is in the 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade is eligible for the honor society.

The **International Thespian Honor Society** has been honoring excellence in the work of theatre students since 1929. The Pine Lake Thespian Troupes encompass students in grades eleven and twelve. Students earn an invitation to Thespian Society membership on the basis of their achievements in the school's theatre program.

The **TRI-M Music Honor Society (Modern Music Masters)** is sponsored by the Music Educators National Convention and is considered the international music honor society for students in High School. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership. Through more than 5,500 chartered chapters, Tri-M has helped thousands of young people provide years of service through music in schools throughout the world.

The **Science National Honors Society** (SNHS) was organized in 2000 to encourage scientific and intellectual thought, to advance students' knowledge of classical and modern science, to communicate with the scientific community, and to aid the civic community with its comprehension of science. In order to be inducted as a member, a junior or senior must have an 85% average or higher in all science courses, be taking or plan on taking honors science all 4 years of high school, be taking or plan on taking Biology H and Chemistry H/Physics H, and be taking or plan on taking at least 1 AP science (Physics, Chemistry, Environmental Science or Biology).

RHO KAPPA was established in 2000 to stimulate a deeper and more comprehensive understanding of all the academic disciplines comprising the social studies curriculum. Our name, RHO KAPPA, is taken from two words Semitic origin. RHO is derived from "resh" meaning "head" and KAPPA is derived from "kapf" which means "palm of the hand." Both these terms symbolize our firm belief that knowledge without service is useless. Members of Rho Kappa Honor Society must be chosen from students enrolled in the high school who, at the time of their recommendation, meet the following requirements: 1) A junior or senior with a 4.2 weighted overall GPA and 4.0 weighted Social Studies GPA 2) Have completed at least two (2) core social studies courses and currently enrolled in a third social studies course through PLP 3) And be taking or plan on taking at least 1 AP Social Studies course.

The **National English Honor Society** (NEHS), founded and sponsored by Sigma Tau Delta, is the only international organization exclusively for secondary students and faculty who, in the field of English, merit special note for past and current accomplishments. In 2005, National English Honor Society launched and has been growing steadily since, becoming one of the largest academic societies for secondary schools. The NEHS motto, "gelast sceal mid are," is Old English for: "duty goes with honor." ice to others. In the grammatical structure of the Old English phrase, "duty" actually precedes "honor." The PLP chapter of the NEHS is open to juniors and seniors who have at least a 90% average in English classes for the past two years.

Co-Curricular Opportunities/Clubs

*May change each year due to staff and student interest.*

# Athletics

## Upper School Athletic Offerings

### Fall Sports

Cheerleading  
Cross Country (Women)  
Cross Country (Men)  
Football  
Golf (Women)  
Soccer (Men)  
Tennis (Women)  
Volleyball

### Winter Sports

Basketball (Women)  
Basketball (Men)  
Cheerleading  
Swimming/Diving (Women)  
Swimming/Diving (Men)

### Spring Sports

Baseball  
Golf (Men)  
Lacrosse (Club)  
Soccer (Women)  
Softball  
Tennis (Men)  
Track (Women)  
Track (Men)

## Upper School Athletic Eligibility

Pine Lake Preparatory is dedicated to the academic success of our student athletes as well as preparing them for post-secondary education. The following guidelines will be followed for students to be eligible for extracurricular athletic activities:

- A student must have passed a minimum load of work and carry a 2.5 GPA during the preceding semester to be eligible at any time during the current semester. Semesters at Pine Lake will be considered half of the academic year, consequently semester 1 will include August – December (Term 1-2) and semester 2 will include January – June (Term 3-4).
- Eligibility of students in programs for exceptional children will be in accordance with local, state, and federal guidelines.
- A minimum load is defined as five courses and the GPA considered will be weighted.
- A student, upon first entering grade nine, is academically eligible for competition on Upper School teams respectively.

A student who is not academically eligible at the beginning of the semester is not eligible at any time during the semester. Likewise, a student who is academically eligible at the beginning of a semester remains academically eligible throughout the semester. Summer school work used to make up part of the minimum load will be applied to the most recent preceding semester.

Students who are identified as ineligible are not permitted to try out, attend practices, attend team meetings or sit on the team benches during contests.

### Student Attendance Required for Athletics

Students must be in school at least one half of the school day (4 period classes) in order to participate in practice or contests during the same day or evening.

Students absent from athletic practice for five or more days due to illness or injury must receive a medical release by a physician licensed to practice medicine before being readmitted for either practice or contests.

# North Carolina Athletic Eligibility

As defined by North Carolina High School Athletic Association (NCHSAA) Requirements: To be eligible for participation in high school interscholastic athletics, a student . . .

- Must have 85 percent attendance in the previous semester,
- Must have passed a minimum of five out of seven courses in the previous semester of a traditional schedule,
- Must have met school promotion requirements, and
- Should be in school 50 percent of any student day on which there is an athletic practice or athletic contest.

**Parents and student athletes are responsible for knowing eligibility requirements for participation.**

## **NCAA Eligibility**

Any student wishing to be considered for varsity-level intercollegiate athletics and be eligible for athletic scholarships senior year must first familiarize themselves with the NCAA Clearinghouse requirements. Students must meet or exceed specific academic standards, test cutoff scores and amateurism criteria in order to play college sports. College-bound student-athletes are encouraged to register on the NCAA Eligibility Center website at the beginning of their junior year in highschool. Students should also be registered to take the ACT or SAT as a junior. Students may use the code “9999” to have their official ACT or SAT scores sent directly to the NCAA Eligibility Center. For additional information, including high school academic requirements, please visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

# Academic Courses offered at Pine Lake Preparatory

## **ENGLISH DEPARTMENT**

English 1 (CP/H)  
English 2 (CP/H)  
English 3 (CP/H)  
AP Language and Composition  
English 4 (CP/H)  
AP Literature and Composition

## **FOREIGN LANGUAGE**

Spanish 1  
Spanish 2  
Spanish 3 (CP/H)  
Spanish 4 (CP/H)  
Spanish 5 Honors  
AP Spanish Language and Culture

## **SOCIAL STUDIES DEPARTMENT**

World History (CP/H/AP)  
Civic Literacy (CP/H)  
Financial Literacy  
AP United States History  
American History (CP/H)  
Psychology (H)  
AP US Gov't and Politics  
AP Psychology

## **MATHEMATICS DEPARTMENT**

Math 1(CP)  
Math 2 (CP/H)  
Math 3 (CP/H)  
Math 4 (CP)  
Precalculus (H)  
Calculus (H/AP AB/ AP BC)  
Statistics (H/AP)

## **SCIENCE DEPARTMENT**

Earth and Environmental Science (CP)  
Biology (CP/H/AP)  
Chemistry (CP/H/AP)  
Physics (H)  
Anatomy and Physiology (H)  
AP Environmental Science  
AP Physics 1  
AP Physics 2

## **STEM**

### **Engineering Pathway (PLTW)**

Introduction to Engineering Design  
Principles of Engineering  
Aerospace Engineering  
Capstone - Engineering Design

### **Computer Science Pathway**

Introduction to Computer Science  
AP Computer Science Principles  
AP Computer Science A  
Cybersecurity and AI/Machine Learning  
Capstone - Computer Science

## **HEALTH AND PHYSICAL EDUCATION**

Health/Physical Education (required)

## **Elective Courses**

AP Seminar  
AP Research  
Ethics of Technology (Senior yr. required)



## **FINE ARTS**

### **Visual Arts**

Visual Arts I Fundamentals  
Visual Arts II Drawing & Painting I  
Visual Arts III Drawing & Painting II (H)  
Visual Arts IV Senior Art Portfolio (H)  
2D Computer Animation I  
2D Computer Animation II  
AP 2D Art and Design  
3D Computer Animation I  
3D Computer Animation II  
3D Computer Animation III  
Yearbook (B/I)  
Yearbook (P/A – H)  
Ceramics

### **Theater/Performing Arts**

Theater 1 (B)  
Theater 2 (I)  
Theater 3 (P - H)  
Theater 4 (A - H)  
Acting Beginning  
Acting Advanced  
Technical Theatre  
Costume/Makeup Design  
Dance

### **Occupational Course of Study**

English I  
English II  
English III  
English IV  
Intro to Mathematics I/Locally Developed Math Elective  
Math I  
Financial Management  
Employment Preparation I: Science  
Employment Preparation II: Citizenship IA/IB  
Employment Preparation III: Citizenship IIA/IIB  
Employment Preparation IV: Math  
Applied Science  
Self Advocacy Development

### **Musical Arts**

Upper School Band  
Beginning Strings  
Strings Foundations  
Strings Intermediate  
Strings Advanced (H)  
AP Music Theory  
Musical Theatre  
Music Composition

### **Choral Arts**

Vocal Music 1 (B – Male/Female)  
Vocal Music 2 (I – Male/Female)  
Vocal Music 3 Mixed Ensemble (P - H)  
Vocal Music 4 Mixed Ensemble (A - H)  
Vocal Music Audition (Pride Singers)

# Academic Course Descriptions

## ENGLISH

\*\*The honors English course fosters intellectual curiosity by encouraging students to generate thought provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.\*\*

### English I

**Prerequisite for College Prep:** Successful completion of 8th grade English

**Prerequisite for Honors:** B or better in 8th grade Language Arts

English I students study all genres of literature and explore the ways audience, purpose, and on text shape oral communication, written communication, media, and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. There is a strong concentration on grammar, vocabulary development, writing, and reading comprehension with increasingly complex texts. After successfully completing English I, students take English II.

### English II

**Prerequisite for College Prep:** Successful completion of English I

**Prerequisite for Honors:** B or better in English I College Prep or a C or better in English I Honors

English II is a survey of world literature. Students enrolled in English II read, discuss, analyze, and write about both classical and contemporary world literature including novels, short stories, drama, prose, and poetry. Students continue to explore language for expressive, informational, explanatory, critical, argumentative, and literary purposes, although emphasis is placed on informational contexts in preparation for the North Carolina Writing Test. Students also concentrate on enlarging vocabulary, refining grammatical skills, honing technology skills, improving comprehension, developing study skills, and widening personal reading. Upon completion students take English III.

### English III

**Prerequisite for College Prep:** Successful completion of English II

**Prerequisite for Honors:** B or better in English II College Prep or a C or better in English II Honors

English III is a chronological survey of American literature from the early sixteenth century to the present. Through a study of fiction, non-fiction, poetry, and prose, students analyze literature using several critical lenses to produce written responses that demonstrate a high level of comprehension and knowledge of how American literature reflects the American experience. There is a strong emphasis on research writing and analyzing argumentative/persuasive devices in non-fiction texts. Assessment includes writing, online discussions, vocabulary drills, grammar exercises, and projects. Students taking English III will write the research component of the PRIDE Project. After successfully completing English III, students take English IV.

### **Advanced Placement (AP) English Language and Composition (11<sup>th</sup> Grade)**

**Prerequisites:** An B or better in English II Honors and Teacher Recommendation

AP English Language and Composition is designed for the advanced, highly motivated student who is capable of reading complex literary selections independently and analyzing them in terms of themes, character motivation, and cultural and philosophical contexts. Students will read 9-11 major works of American and British literature (approximately 25- 30 pages of reading per night) as well as poetry and short works. Writing assignments will include close textual analysis of fiction and drama, various expository essays, and timed writings that analyze persuasive writing and create rhetorically sound arguments. Students will study advanced composition skills, including lessons in grammar, mechanics, usage, and vocabulary. Students who take this course will be expected to take the AP Examination in English Language and Composition in May.

### **English IV**

**Prerequisite for College Prep:** Successful completion of English III

**Prerequisite for Honors:** B or better in English III College Prep or a C or better in English III Honors

Students will explore the world of British literature through the use of narratives, fiction, poetry, drama, and non-fiction. The class will address all major historical periods of British Literature including the Anglo-Saxon, Medieval, Renaissance, Enlightenment, Romantic, Victorian, and Modern periods. By the conclusion of this course, we will have covered nearly 1,400 years of British literary history.

Senior level English is an opportunity for students to integrate the language arts skills acquired throughout their education. Students will explore argumentative, expository, expressive, and literary texts while furthering their ability to communicate through reading, writing, speaking, listening, and using media. As a result of this course, students will be able to: express reflections and reactions to text, interpret texts, conduct research, address issues of public or personal concern, and create products and presentations using standard language conventions.

### **Advanced Placement (AP) English Literature and Composition (12<sup>th</sup> Grade)**

**Prerequisites:** AP English Lang. or an B or better in English III Honors and Teacher recommendation

Advanced Placement English Literature and Composition provides students with a learning experience equivalent to an undergraduate introduction to literature class. Students will be exposed to viewpoints from African-American, American, British, South African, and South American authors. Students should expect to read 10-12 major works throughout the school year (25-30 pages per night) in addition to short stories and poetry. Through intensive reading, annotating, and discussion of major texts, students interpret literature through the lenses of style and structure, rhetorical strategies, diction, figurative language, imagery, selection of detail, language and syntax; additionally, by including literary texts from a variety of genres and eras, students will observe and analyze the author's choices that address social, cultural, or historical values. Students will respond to these interpretations through the frequent composition of informal and formal expository, analytical, and argumentative essays as well as creative writing pieces both inside and outside of class. Students who take this course will be expected to take the AP Examination in English Literature and Composition in May.

### **Advanced Placement (AP) Seminar**

**Prerequisites:** Enrollment is determined by an application process in addition to other factors. This course requires an advanced level of independent work.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

### **Ethics of Technology (Senior Required Course)**

The course will cover the development and basis of social issues including legal, privacy, and the application of ethics within an information and technology driven society. The objective of this course is to equip students with a set of ethical decision-making tools to assist them in their careers and throughout their lives, as well as provide a broad overview of the development and history of ethics as a course of study. The course will include a study of major figures within the field as well as case studies of relevant current events in the field.

### **Creative Writing**

**Prerequisite:** Successful completion of English I and II

The Creative Writing course is designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, and peer reviews/conferences. This course is aimed at inspiring students to develop original pieces and ideas. Some of the writing assignments may include journal writing, character sketches, interior monologue, stream of consciousness, narrative voice, dramatic monologue, dramatic dialogue, short stories, screenplay writing and adaptation, poetry, children's literature and science fiction. Students should expect to spend time writing outside of class.

### **Graphic Novels**

**Prerequisite:** Successful completion of English I and II

The Graphic Novels, Comics, and Sequential Art course will combine literary and historical approaches to reading, writing, analyzing, and (hopefully!) creating. The course represents an interdisciplinary approach to the graphic novel's combination of art and literature. Providing students with the skills necessary to read and understand these works, the course will expose students to a number of works that define the genre while illustrating (literally) various artistic & storytelling approaches and themes.

# Mathematics

**\*\*Honors Mathematics courses are intended to be more challenging than college prep courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors Mathematics courses should be distinguished by a difference in the quality and depth of the work expected rather than merely by the quantity of the work required. Furthermore, honors classes are less reliant on the calculator than college prep courses.\*\***

## **Math I**

Math 1 is the first math course in the North Carolina High School Math Graduation Requirement Sequence. Math 1 students study linear, exponential, and quadratic functions. They also learn the understanding of parallel and perpendicular lines, midpoint and distance by applying their knowledge of linear functions and coordinate geometry. Math 1 students continue work from middle school on statistics, describing univariate and bivariate data distributions. At the end of the course, students take the Math 1 End-of-Course Exam, which is 20% percent of their final grade.

## **Math II**

**Prerequisite for College Prep:** Math I

**Prerequisite for Honors:** B or above in Math I

The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships, with their quadratic algebraic representations, round out the course. The Mathematical practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **Math III**

**Prerequisite for College Prep:** Math II

**Prerequisite for Honors:** B (87) or above in Math II Honors/A or above in Math II

In this course, students apply the accumulation of learning from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **Math IV**

**Prerequisite:** Successful completion of Math 3

The primary focus of Math 4 is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

## **Pre-Calculus Honors**

**Prerequisite:** B or above in Math III Honors/ A or above in Math III

Pre-Calculus is an advanced mathematics course that uses meaningful problems and appropriate technologies to build upon previously learned mathematical concepts to develop the underpinnings of calculus. Pre-Calculus closely examines systems of equations and inequalities, matrices, functions (including polynomial, rational, logarithmic, exponential, and trigonometric), analytical trigonometry, conic sections, limits and derivatives, sequence and series, vectors, and basic probability. Graphing calculators and application software will be used regularly to teach and assess topics presented in the course. Upon successful completion of the course, students will be prepared to take calculus and other higher-level mathematics courses.

## **Calculus Honors (Semester Course)**

**Prerequisite:** Pre-Calculus

This semester course is designed to give students an introduction to calculus concepts and applications. Calculus is the study of change. The foundation for this study is limits and function behavior. Derivatives of functions are interpreted verbally, graphically, numerically, and algebraically. Numerical and algebraic anti-derivatives are used to solve problems, and differential equations to model exponential growth and decay. Calculus explores relationships among functions, derivatives, and antiderivatives, as well as applications of derivatives including moving bodies, industry and finance. Students will be prepared to advance to AP Calculus AB, or first-year calculus in college.

## **Statistics Honors (Semester Course)**

**Prerequisite:** Math III

This course is designed to give students an overview of advanced statistics concepts and skills and their applications. The skills learned will build on the statistics concepts learned in Math I through Math III. Statistics Honors will introduce students to the major concepts and the tools for collecting, analyzing, and drawing conclusions from data. Completion of this course will prepare students to be successful in a future college-level statistics course as well as the use of statistical concepts in their everyday lives.

## **Advanced Placement Calculus AB**

**Prerequisite:** B or better in Pre-Calculus, C or better in Calculus Honors

AP Calculus AB is the study of change. The foundation for this study is limits and function behavior. Derivatives of functions are interpreted verbally, graphically, numerically, and algebraically. Numerical and algebraic antiderivatives are used to solve problems, and differential equations to model exponential growth and decay. AP Calculus AB explores relationships among functions, derivatives, and antiderivatives, as well as applications of derivatives including moving bodies, industry and finance.

### **Advanced Placement Calculus BC**

**Prerequisite:** Successful completion of Advanced Placement Calculus AB

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. You will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students will be prepared to successfully take the AP Calculus BC exam in May.

### **AP Statistics**

**Prerequisites:** B or above in Math III and teacher approval

The course is designed to prepare students to collect, analyze and draw conclusions from data. Students will learn how to view data through a discriminatory eye to determine validity and be able to interpret data and analysis that is valid. Teaching the course is somewhat different than other traditional mathematics courses because it provides an answer to the age old mathematics student question of, “When are we going to use this?” Students will use real data, whether self collected or from a primary source, to perform analysis or to test hypotheses. Students will conduct simulations and studies to help anchor topics throughout the course. Data will come from a variety of sources ranging from national newspapers to organization websites. Students will be prepared to take the AP Statistics exam in May.

## **Social Studies Courses**

### **World History**

**Prerequisite for Honors:** Teacher recommendation

World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. Students will examine the historical roots of significant events, ideas, and movements. They will broaden their historical perspectives as they explore ways societies have dealt with continuity and change as exemplified by issues such as war and peace, internal stability and strife, and the development of institutions.

Honors World History covers the material in greater complexity, novelty, and pacing. Honors World History is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

## **American History**

**Prerequisite for College Prep:** World History

**Prerequisite for Honors:** Teacher Recommendation

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). While the scope begins with the French and Indian War, teachers can and should use concepts and topics prior to the French and Indian War to establish context. For example, teachers are encouraged to draw on the context of the early colonies, the origins of slavery, indigenous populations, and enlightenment thinkers. In addition, students will have studied colonial American history in the 4th, 5th, and 8th grades.

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action.

Honors American History covers the material in greater complexity, novelty, and pacing. Honors American History is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

## **Economics and Personal Finance**

**Prerequisite for College Prep:** World History, American History

**Prerequisite for Honors:** World History H, American History H; B or higher in American History

*EPF* will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. EPF supports the development of students in order to better understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. EPF includes the study of economics, personal finance, income, education finance, money management, critical consumerism, and financial planning. The course will be augmented by related learning experiences that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Graduates of EPF will be informed, responsible citizens who are competent in money management and financial literacy.

EPF Honors covers the material in greater complexity, novelty, and pacing. It is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

## **Civic Literacy**

**Prerequisite for College Prep:** World History, American History, Economics & Personal Finance

**Prerequisite for Honors:** World His. H, Amer. His. H, Econ. & Fin. H or teacher recommendation

Civic Literacy is the study of the governmental and political systems of the N.C. and the U.S. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students will analyze and



evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. This course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution.

Civic Literacy Honors covers the material in greater complexity, novelty, and pacing and is distinguished by a difference in the level of the work expected, not merely an increase in quantity.

### **Advanced Placement United States History**

**Prerequisite:** AP World History, or Honors World History with Teacher Recommendation

This course is an in-depth survey of the political, economic, and social history of the United States from pre-colonial times to the present. There is a strong focus on reading and interpreting primary source material as well as evaluating and discussing historical debates and completing independent research. Students will be expected to do summer reading and work over the breaks. Students will read 10-15 pages of challenging material each night. In addition, students will be expected to learn and retain a large amount of factual information. Students should have a strong interest in history and be prepared to devote considerable time and energy to this class. Students who take this course will be expected to take the AP US History exam in May.

### **Psychology Honors**

**Prerequisite:** World History and Civics and Economics

**Co-requisite:** Math III

Psychology is designed to engage students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. The course emphasizes the empirical examination of behavior and mental processes and offers perspectives that foster students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems.

Advanced Placement Psychology covers the material in greater complexity, novelty, and pacing. In AP Psychology, students spend more time outside of the class engaging with the material by reading from the textbook and completing note cards for each unit. AP Psychology is distinguished by a difference in the quality of the work expected, not merely an increase in quantity. Both courses serve as a comprehensive overview of the material covered in an introductory, college-level Psychology class.

### **Advanced Placement World History**

**Prerequisite:** Teacher recommendation.

This survey course is intended to promote in students a greater understanding of the evolution of global developments and interactions. This class focuses on the nature of change in international frameworks, as well as their causes and consequences. Students are expected to master not only specific factual information, but also important analytical skills. Emphasis is placed on reading, constructing arguments, analyzing data, and interpreting opinions. The student is required to master historical information and polish analytical skills such as, but not limited to, identifying point of view, bias, cause and effect and

creating plausible arguments. Students who take this course will be expected to take the AP World History exam in May.

### **Advanced Placement United States Government and Politics**

**Prerequisite:** World His., Civics and Econ., American His. or AP US His., Teacher Recommendation

This course will give students perspective on the theory of how the government and politics work in the United States and how they work in reality. Students will use current news to see examples of how and why our political system works as it does. In election years, students will follow the hoopla and excitement of the campaign. Some of the questions we will discuss include why the Founders established the type of government they did? What does it mean to be a liberal or conservative? Why do people vote the way they do? Is there bias in the media? What are successful and unsuccessful campaign strategies that candidates have used? How do political parties, interest groups, and the media influence our politics? What powers do our national institutions such as Congress, the presidency, bureaucracy, and federal courts have and why do they function the way they do? Students will discuss influential Supreme Court decisions to understand the evolution of our civil rights and liberties. Students who take this course will be expected to take the AP Government exam in May.

### **Advanced Placement Psychology**

**Prerequisite:** World History with Teacher Recommendation

Psychology is the study of behavior and mental processes. It is a science with roots in the fields of biology, philosophy and physiology. The philosophical background causes psychologists to wonder about the behavior and thinking of humans, and the more science-based knowledge allows us to test our hypotheses. This introductory course will expose students to many of the fields of interest within Psychology. Topics covered will be the more familiar Personality Development, Altered States of Consciousness (sleep, dreams, and hypnosis), Learning, Memory, and Abnormal Behavior. Students will also study the Biological Basis of Behavior, Motivation, Sensation, Perception, Health Psychology and Social Psychology. The methods, including statistics, for completing psychological research will also be introduced in AP Psychology. Students will complete approximately 4 chapters each nine weeks. It is expected that the reading and assignments for AP Psychology will take approximately 30 minutes per day. More time may need to be budgeted for special projects or exams.

Advanced Placement Psychology covers the material in greater complexity, novelty, and pacing. In AP Psychology, students spend more time outside of the class engaging with the material by reading from the textbook and completing note cards for each unit. AP Psychology is distinguished by a difference in the quality of the work expected, not merely an increase in quantity. Both courses serve as a comprehensive overview of the material covered in an introductory, college-level Psychology class.

# Science Courses

## **Earth and Environmental Science**

Students will build an understanding of earth materials, processes, changes, and uses with concerns for good stewardship; will develop understanding of plate tectonics and their human impacts; will gain an understanding of the origin and evolution of the earth system; will investigate the hydrosphere and its influences on the lithosphere, the atmosphere, and environmental quality; will explore the dynamics of the atmosphere and its processes influencing climate and air quality; will acquire an understanding of the earth in the solar system and its position in the universe and will consider alternative choices facing human societies in their stewardship of the earth.

## **Biology (Tenth through Twelfth grade only)**

**Prerequisite:** None Students will develop an appreciation for biological processes and discover how life science is an integral part of other sciences and society. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms. They will acquire an understanding of the matter, energy and organization in living systems. They will discover the adaptive responses of organisms.

## **Biology Honors**

**Prerequisite:** B or higher in eighth grade science or Earth Science Students will develop an appreciation for biological processes and discover how life science is an integral part of other sciences and society. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms. Students will acquire an understanding of the matter, energy and organization in living systems. They will discover the adaptive responses of organisms.

Honors science courses are intended to be more challenging than standard/general studies courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors science courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required.

## **Chemistry College Prep**

This course will engage students in an introduction to chemistry and its intersections with other sciences as well as daily life. It will serve as a conceptual approach to chemistry and focus on basic chemical concepts, scientific investigation, and experimentation skills. It will serve as an overview of matter, chemical reactions, and energy changes.

## **Chemistry Honors**

**Prerequisite:** C or higher in Honors Biology or a B or higher in Standard Biology

**Co-requisite:** Math II or higher

This course is designed to allow motivated students the opportunity to develop an appreciation for chemistry and how it will integrate with all other sciences. Students will become more adept in their scientific writing by the completion of formal scientific and lab writings. The 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: Structure of atoms, Structure and properties of matter, Chemical reactions, Conservation of energy and matter, Interaction of energy and matter.

Honors science courses are intended to be more challenging than standard/general studies course and provide multiple opportunities for students to take greater responsibility for their learning. Honors science courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required.

### **Physics Honors**

**Prerequisites:** Biology and Math II

Physics is the study of the interactions among matter, energy, time, and space. This course introduces “Classical Physics” – the physics that we experienced on a day-to-day basis as human beings.

Students will learn to describe, analyze, and predict the motion of objects using four different but related perspectives. 1) Kinematics, which is based on the concepts of position, velocity, and acceleration; 2) Dynamics, which is based on concepts concerned with systems of forces and their interaction with matter; 3) Work/Energy, which is based on understanding how mechanical energy is transformed and/or used to do work; and 4) Momentum, which relies on the principles that an impulse is required for momentum to change and that within a system of interacting objects, momentum is always conserved.

In the second half of the course, students will be introduced to waves (their characteristics, behaviors, and distinctions between electromagnetic and mechanical); electrostatics (the nature of electric charge, electric fields and forces, mechanisms for charging objects, and the interaction of charged objects); simple DC electric circuits (using the concepts of current, resistance, and voltage); and magnetism (magnetic domains, magnetic fields produce by moving electric charge, and magnetic induction).

The Honors component of the course could include any one of the following: a) thermics – thermal energy, heat, and thermodynamics; b) optics – flat mirrors, curved mirrors, and lenses; or c) modern physics – relativity and quantum mechanics.

### **Anatomy and Physiology Honors**

**Prerequisites:** C or higher in both Chemistry and Biology

This course is designed for the student with a strong background and interest in biological sciences. This course offers an in-depth study of the structure and function of the human body. Students are expected to complete research and engage in investigative activities in this course. Study areas will include skeletal system, circulatory system, muscular system and other body systems. Labs will include dissection of a fetal pig and specific organs such as hearts, brains, bones, etc. Both independent and collaborative anatomy/physiology projects will be expected and will reflect an honors-level.

### **Advanced Placement Environmental Science**

**Prerequisites:** B or higher in Biology Honors, a C or higher in Chemistry Honors

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. This rigorous science course emphasizes a strong understanding

of biological, chemical, and geological processes. However, the course draws from many other disciplines, including astronomy, economics, geography, and politics, to encourage a total understanding of how the natural processes interact with human actions. The class provides 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. A combination of labs, discussion, projects and analysis is critical in understanding the topics at this level. Students are expected to complete 30-45 minutes of homework per night, including intensive reading assignments. Students who take this course will be expected to take the AP Environmental Science exam in May.

### **Advanced Placement Biology**

**Prerequisites:** a B or higher in Biology Honors and a B or higher in Honors Chemistry

AP Biology is a college-level course designed to challenge students to extend their knowledge of biological theories and processes beyond the level of an introductory science course. Students explore various themes through an in-depth analysis of the following biological topics: science as a process, evolution, energy-transfer, continuity and change, relationship of form to function, regulation, the interdependence of nature and the relationship between science, technology, and society. The class involves lectures, lab experiments, student-led discussions, quizzes, and tests. Students are expected to do extensive careful reading in this course. Students who take this course will be expected to take the AP Biology exam in May.

### **Advanced Placement Chemistry**

**Prerequisites:** A or higher in Biology Honors and an A or higher in Chemistry Honors

**Co-requisite:** Honors Math III

This course is intended to meet the objectives of the Advanced Placement (AP) Chemistry curriculum designed by The College Board. The course covers advanced topics in chemistry including kinetics, oxidation-reduction, equilibrium, thermochemistry, quantitative and qualitative analysis, and introductory organic chemistry. Students will continue to develop chemistry laboratory skills and learn to predict results of reactions and properties of reaction products. Students will complete an intensive schedule of advanced lab exercises and perform independent research projects. This class is designed for highly motivated students with good reading comprehension and study skills. Students are expected to complete about one hour of homework per night, including intensive reading assignments. Students who take this course will be expected to take the AP Chemistry exam in May.

### **Advanced Placement Physics C: Mechanics (not offered in 2022-2023)**

**Prerequisites:** B or higher in Biology Honors and a B or higher in Chemistry Honors

**Co-requisite:** Honors Math III

Explore concepts such as kinematics; Newton's laws of motion, work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.

Students will develop a deep understanding of foundational principles of physics in classical mechanics by applying these principles to complex physical situations that combine multiple aspects of physics rather than present concepts in isolation. Students will design and conduct inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis and interpretation and develop critical thinking skills through applying methods of differential and integral calculus to formulate physical principles and solve complex physical problems.

### **Advanced Placement Physics 1**

**Prerequisites:** Successful completion of math III and recommended corequisite Pre calculus.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics.

### **Advanced Placement Physics 2**

**Prerequisites:** Successful completion of AP Physics 1 or an A or higher in Honors Physics for the year.

AP Physics 2 is a second semester physics course that acts as a continuation from the topics covered in AP Physics 1 and honors physics. You will explore topics such as fluids; thermodynamics; electric force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. You'll do hands-on and inquiry-based in-class activities and laboratory work to investigate phenomena.

AP Physics 2 is a full-year course that is the equivalent of a second-semester introductory college course in algebra-based physics.

## **Science, Technology, Engineering and Mathematics**

### **Engineering Pathway**

#### **Introduction to Engineering Design**

**Prerequisite:** Completion of Math I or teacher recommendation

This is a course for students who are interested in Science, Technology, Engineering and Math (STEM). Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

#### **Principles of Engineering**

**Prerequisite:** Successful completion of Introduction to Engineering Design (IED)

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

#### **Aerospace Engineering (AE)**

**Prerequisite:** Successful completion of Principles of Engineering

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

### **Engineering Design and Development (Capstone)**

**Prerequisite:** Successful completion of Aerospace Engineering.

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

## **Computer Science Pathway**

### **Introduction to Computer Science**

**Prerequisite:** None

This course introduces students to the fundamentals of computer programming. Topics include algorithm development, logic and conditionals, as well as an introduction to basic HTML, CSS, JavaScript and Python. As well as an understanding of how computers work, graphics, animation, basic data structures, game design, and object-oriented JavaScript. At the end of the course, students will have the programming experience to pick up any programming language, whether it's Objective C, Ruby, Python, Java, C, or C++.

### **Advanced Placement Computer Science Principles**

**Prerequisite:** B or higher Math I or teacher recommendation

This course explores the foundations of computer science and incorporates multiple platforms and languages for computation which aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. AP Computer Science Principles helps students develop programming expertise and explore the workings of the Internet, data, and explores the 7 Big Ideas as defined by AP College Board.

### **Advanced Placement Computer Science A**

**Prerequisite:** B or higher in Computer Science Principles

Computer Science Applications focuses on further developing computational-thinking skills tools, high level algorithms and technical skills of computer science. We dive deep into the Java programming language that focuses on data and programming for managing consumer data. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks.

### **Cyber Security & Artificial Intel Honors-28005X0CAI**

**Prerequisite:** Completion of at least two Computer Science curriculum courses with a C or higher

This course explores the foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, networking fundamentals, and basic system administration. Students will be able to modify text-based programs in HTML, JavaScript and SQL (and shell commands in the supplementary module). Students will also participate in simulated cyber attacks on safe sites in order to learn how to mitigate cyber attacks. Students will be able to document their processes and discuss best practices for preventing cyber attacks. We will also explore AI and Machine Learning.

### **Computer Science Design and Development( Capstone)**

**Prerequisite:** Completion of at least three Computer Science curriculum courses with a C or higher. The knowledge and skills students acquire throughout Computer Science courses come together in Computer Science Design and Development as they identify and explore multiple career tracks in Computer Science. Once they select the area they want to focus on then they will research, design, and test the solution that they develop. They will work both independently and with groups as well as working with selected mentors in their area of expertise. Students apply the professional skills they have developed to document a design process to standards, present their final project to a panel of experts in the field and upon completion have the skills that prepare them to take on any post-secondary program or career.

## **Spanish Language Courses**

### **Spanish I**

In this course, students will actively participate in the four areas of language learning: listening, speaking, reading, and writing, with an emphasis on oral/aural communication. We use SOMOS, a comprehensible input curriculum. Students will build on their foundation in Spanish with emphasis on communication and comprehension and a focus on the present tense. The Spanish language is inextricably linked to its speakers and their cultures. Using comprehension based methods of language teaching and an orientation toward proficiency, this curriculum teaches language and culture simultaneously, allowing Spanish students the opportunity to develop cultural understanding at a depth rarely achieved in beginning language courses. This course is designed for students who have not taken previous Spanish courses, require additional foundational skills in Spanish, and/or are new to the school.

### **Spanish II**

**Prerequisite:** Spanish I

In this course students will build on their knowledge gained in Spanish I, while actively participating in the four areas of language learning: listening, speaking, reading, and writing, with an emphasis on oral/aural communication. We use SOMOS, a comprehensible input curriculum. The Spanish language is inextricably linked to its speakers and their cultures. Using comprehension based methods of language teaching and an orientation toward proficiency, this curriculum teaches language and culture simultaneously, allowing Spanish students the opportunity to develop cultural understanding. Students will build on their foundation in Spanish with emphasis on communication and comprehension and a focus on the present tense and an introduction to the past tenses. This course is available to all students



who have completed Spanish I in middle school and upon teacher recommendation or who would like to reinforce what they learned in Spanish II in middle school.

### **Spanish III Standard**

**Prerequisite:** Spanish II

In this course students will continue building on their knowledge gained in Spanish II, preparing them to successfully move on to Spanish III Honors. Students will actively participate in the four areas of language learning: listening, speaking, reading, and writing, with an emphasis on oral/aural communication. This course is available to all students who have completed Spanish II in middle school and upon teacher recommendation. We use SOMOS, a Comprehensible Input based curriculum. Students will build on their foundation in Spanish with emphasis on communication and comprehension and a focus on the present and past tenses and an introduction to commands, future tense, and subjunctive. Students will explore past tenses through a whole-language, acquisition-friendly approach. This course utilizes a Proficiency-oriented, Comprehension-based curriculum for emerging Intermediate learners of Spanish.

### **Spanish III Honors**

**Prerequisite:** A or above in Spanish II

In this course students will continue building on their knowledge gained in Spanish II, preparing them to successfully move on to Spanish III Honors. Students will actively participate in the four areas of language learning: listening, speaking, reading, and writing, with an emphasis on oral/aural communication. This course is available to all students who have completed Spanish II in middle school and upon teacher recommendation. We use SOMOS, a Comprehensible Input based curriculum. Students will build on their foundation in Spanish with emphasis on communication and comprehension and a focus on the present and past tenses and an introduction to commands, future tense, and subjunctive. Students will explore past tenses through a whole-language, acquisition-friendly approach. This course utilizes a Proficiency-oriented, Comprehension-based curriculum for emerging Intermediate learners of Spanish. This course will show differentiation through an increase of pre-AP style assessments.

### **Spanish IV Standard**

**Prerequisite:** Spanish III Standard or Spanish III Honors

This standard level course is available to all students who have completed Spanish III and upon teacher recommendation. We use HUELLAS, a Comprehensible Input based curriculum. Students will continue to build on their foundation in Spanish with emphasis on communication and comprehension and using a variety of tenses and moods. Students should feel very comfortable with all indicative mood verb tenses (present, preterite, imperfect, future) and subjunctive mood (present tense).

### **Spanish IV Honors**

**Prerequisite:** 90 or above in Spanish III or Spanish IV Standard)

This course is available to all students who have completed HONORS Spanish III with an A average and upon teacher recommendation. We use HUELLAS, a Comprehensible Input based curriculum. Students will continue to build on their foundation in Spanish with emphasis on communication and comprehension and using a variety of tenses and moods. Students should feel very comfortable with all

indicative mood verb tenses (present, preterite, imperfect, future) and subjunctive mood (present tense). This course will show differentiation through an increase of pre-AP style assessments.

### **Spanish V Honors**

**Prerequisites:** 90 or above in Spanish IV Honors

This course is available to all students who have completed HONORS Spanish IV with an A average and upon teacher recommendation. We will use a variety of Comprehensible Input based units with an emphasis on film and literature. Students will continue to build on their foundation in Spanish with emphasis on communication and comprehension and using a variety of tenses and moods. Students should feel very comfortable with all indicative mood verb tenses (present, preterite, imperfect, future) and subjunctive mood (present tense). This course will allow students to learn Spanish through the lens of global challenges. Each unit will provide repetition of target structures with brief pop-up grammar explanations and students will practice a variety of skills, most specifically, speaking. Students will learn about ideas of beauty, sustainable farming, biodiversity and conservation, the world water crisis, clean energy sources, equal opportunities for education, caring for the elderly, travel, plastic pollution, and living with zero waste and compare and contrast these topics within the Spanish-speaking world and our own communities.

### **Spanish AP Language & Culture**

**Prerequisites:** A in Spanish IV Honors or Spanish V Honors

Before taking this course, students should have the Spanish proficiency equal to this level and be prepared to dedicate sufficient time and effort required by this course.

The AP Spanish Language and Culture course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP Spanish Language and Culture course prepares students for the College Board's AP Spanish Language and Culture exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish.

The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their own opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

# Fine Arts Courses

## Visual Arts Courses

### **Visual Art I Fundamentals**

**Prerequisite:** None

Fundamentals of Art reinforces and builds upon knowledge and skills developed at the middle school levels. The course is devoted to the study of the elements of art, art criticism, and correct use of materials. Problem solving and decision making are emphasized throughout the course. Students will have experiences in producing two-dimensional and three-dimensional artworks and are provided a strong foundation in design, drawing, and vocabulary in a teacher-structured environment.

### **Visual Art II, Drawing & Painting I**

**Prerequisite:** Successful completion of Visual Art I

The first semester (Drawing I) is devoted to exploring and developing drawing skills using basic drawing principles and techniques. Students focus on the application of the principles of design and composition, while refining existing skills and are also introduced to new methods and vocabulary. Drawing from observation and rendering realistic subjects will be practiced through the use of materials including graphite, colored pencil, and pastel. The second semester (Painting I) focuses on the development of painting skills including the introduction to color theory, color mixing, and technique. Subjects will include optical illusion, still-life, collaborative and partner projects, portraiture, and independent exploration of themes. There will be regular class critiques and required quarterly sketchbook assignments.

This course is designed to show steady improvement in technical proficiency with materials, language development and fluency in art terminology, and critical skills needed to discuss and reflect upon artwork. Self-reflection and personal growth are also important components of this class, with each project ending with a self and group critique.

### **Visual Art III, Honors Drawing & Painting II**

**Prerequisite:** Successful completion of Visual Art II

This course is a continuation of skills from Drawing and Painting I (Art 2), with a more in depth approach to the study of art processes and techniques. The year is again divided into a concentration of drawing in the fall and painting in the spring, with a focus in both areas on observation and realism. The first semester (Drawing II) is devoted to continuing to refine drawing skills in the form of observational work, realistic rendering, and figurative work. Materials will include charcoal, graphite, colored pencil, and pastel. The second semester (Painting II), will focus on the advancement of painting skills to include mastery of color theory and technique. Subjects will include still-life, portraiture, and independent exploration of themes. There will be regular class critiques and required sketchbook assignments.

This course is designed to show steady improvement in technical proficiency with materials, language development and fluency in art terminology, growth in understanding historical and societal context and significance of artists and their works, and critical skills needed to discuss and reflect upon artwork. Self-reflection and personal growth are also important components of this class, with each project ending with a self and group critique.

## **Visual Art IV, Honors Senior Art Portfolio**

**Prerequisite:** Successful completion of Visual Art III and instructor approval.

In this course, students refine and apply their personal style of art making through in-depth, semi-independent explorations of varied subjects, media, techniques, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the advanced art student. A portfolio evidencing high quality work and broad base of knowledge, and in-depth understanding of personal art forms is developed and refined.

All work originates from original reference photos taken by students as part of their summer work. The year is divided into two concentrations: Breadth (assigned projects) and Depth (independent exploration of subject and media) and culminates in the Senior Art Show, for which for which each student curates his/her own display, featuring a portfolio evidencing extremely high quality and a broad base of knowledge and skills.

Self-reflection, targeted personal growth, and the ability to critique work are important components of this class. Semester sketchbook assignments serve to help students further demonstrate an understanding of techniques practiced in class. In addition to artwork, there are monthly discussions of the book *Art and Fear*.

## **Ceramics**

**Prerequisite:** Successful completion of Visual Art I

This course will introduce students to the fundamental sculptural processes of addition, subtraction and substitution. Emphasis will be on students executing, understanding and discussing quality craft, successful composition, productive conceptualization and creative problem solving. We will be learning how to manipulate a variety of tactile materials, including: wire, plaster, paper, wood, clay, “found objects”, adhesives, and more!

## **2D Computer Animation I**

**Prerequisite:** Successful completion of Visual Art I

Do you like to draw on a digital tablet, or draw cartoon characters? Then this course is for you... it will introduce students to the fundamentals and techniques of 2D Computer Animation, by using a drawing tablet and pen to bring your drawings to life on the computer screen. Learn the twelve different principles of animation through different activities and lessons that will help you develop a strong foundation for success. Students will create frame by frame illustrations that will showcase everything from character movements, action sequences, lip sync to audio, logo animations, and much more! Learn the process within the process on how current day films, movies, and commercials that are made with 2D animation with the same software the professionals use!

## **2D Computer Animation II**

**Prerequisites:** Successful completion of 2D Computer Animation I

This course will build upon what you learned in 2D Computer Animation I, by learning how to refine your work and fine tune everything to a professional level. Learn how to combine all of the twelve different principles of animation into the same sequence of movement, and strive to make your work more believable to the audience. Students will work with creating storyboards and character concept art

within the process of developing short animation films. Take your creativity to the next level and develop a strong animation portfolio!

### **AP 2D Art and Design**

**Prerequisites:** Visual Art I, 2D Computer Animation I, and 2D Animation II with a B or higher average

\* Special consideration will be made in lieu of prerequisites with a qualifying portfolio submission

This course operates at a college level of study.. It encourages and expects both the creative and systematic study of conceptual and formal issues relating to 2D design & Concept Art within Animation. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. If your portfolio scores a 3 or higher, you could receive college credit for an introductory art course.

### **3D Computer Modeling and Animation I**

**Prerequisite:** Successful completion of Visual Arts 1

This course will introduce students to the fundamentals and techniques of Computer Modeling and Animation within the computer platform using a three click gaming mouse. Students will learn how to build 3D models from geometric shapes within an animation computer software similar to what is used in the current industry of film, commercials, and video games. After building your characters, props, and environments into the 3D form- learn how to incorporate timing, movement, and physics into the art of animation. Learn how to add lighting and visual textures to create stunning rendered images of your designs. Students will build a strong foundation for the next level of 3D Computer Animation while building a strong portfolio.

### **3D Computer Modeling and Animation II**

**Prerequisite:** Successful completion of 3D Computer Modeling and Animation I

This is a course where students continue to learn the techniques of 3D Computer Modeling and Animation at a higher level and strive to refine work in a professional manner.. Students will work on developing a script, storyboards, characters, and environments within the process of story development and concept art... then build and create everything into a 3D form within the computer. The goal will be to work on creating a short 3D animation film that brings everything together that they learn throughout the year, and use it as a strong portfolio piece.

### **3D Computer Modeling and Animation III**

**Prerequisite:** Successful completion of 3D Computer Modeling and Animation II

This course will be for students to continue learning and mastering the art form of 3D Modeling and Animation. In this section- students will master the art of movement, timing, squash and stretch, and the physics of animating a character. Work with camera movements, lighting, and visual textures to add onto your designs to give your work a professional look. Combining all of these items while creating a strong portfolio presentation.

## **Photography I**

**Prerequisite:** Visual Art I, Visual Art II; Must be a Junior or Senior

In this introductory photography course, students progress from capturing spontaneous snapshots to crafting carefully composed artistic images. Photography I builds upon fundamental techniques learned in previous art classes and introduces the process of digital photography, camera mechanics, the exposure triangle, and composition. This course is designed to show continual improvement in proficiency with photographic techniques and provide opportunities, through frequent critiques, to discuss and reflect upon artwork by both professionals and students. Throughout the course, students maintain a digital portfolio to document their growth. The course culminates with a presentation of a final portfolio to showcase understanding of fundamental photography skills.

## **Photography II**

**Prerequisite:** B or higher in Photography I.

In this advanced photography course, students refine the mechanical, lighting, and compositional techniques learned in Photography I and begin to develop a personal style as they explore various genres, including: abstract, architecture, food, landscape, portraits, macro, sports, still life, street, and travel. In addition to continuing growth through self and peer critiques, students also grow in their understanding of the historical and societal impact of photographers and their work through a major research paper and presentation. Throughout the course, students maintain a digital portfolio to document exploration in multiple genres. The course culminates with a presentation of a final portfolio, in a genre of the student's choice, to showcase high-quality mastery of knowledge and skills. Self-reflection and goal-setting ensure success on this final portfolio.

# Chorus

## **Vocal Music I/II Women's/Men's Ensemble** (*Beginning/Intermediate*)

**Prerequisite:** None (for all students new to the Chorus program)

A prerequisite for all other chorus courses, Beginning Chorus explores both classic and contemporary choral literature while creating a strong foundation of musicianship for students by integrating fundamental music theory concepts, aural skills, music history, and knowledge of vocal health. Students are required to perform for events outside the regular school day.

## **Vocal Music III/IV Women's/Men's Ensemble** (*Proficient or Advanced - Honors*)

Proficient/Advanced Chorus explores both classic and contemporary choral literature at a higher level while continuing a strong foundation of musicianship for students by integrating advanced music theory concepts, aural skills, music history, and knowledge of vocal health. Students are required to perform for events outside the regular school day.

## **Pride Singers - Vocal Music Audition** (*Proficient or Advanced - Honors*)

**Prerequisite:** Student Audition and Instructor recommendation/approval

In Advanced Chorus, students explore more complex arrangements of classic and contemporary choral literature through rigorous rehearsal processes. Students will continue to advance in their musicianship through further study of music theory, aural skills, music history, and vocal health. Students must have

completed an audition before beginning this course. Students are required to perform for events outside the regular school day.

Honors Choral Arts courses are intended to be more challenging than the standard Chorus curriculum and expect students to understand and perform with complexity and skill. In addition, they are to provide multiple opportunities for students to take greater responsibility for their learning. Honors Choral Art classes are distinguished by a difference in the quality expectation of the work, not merely an increase in quantity.

## Theater/Performing Art Courses

### **Theatre Art I: Introduction to Drama and Theater** (*Beginning*)

**Prerequisite:** none

This class offers a general overview of theatre, introduces elementary concepts, methods, theatrical terminology, and discipline, and explores the creative process. Students will study the origins of modern drama, and develop basic skills in all areas of theatre. A primary goal of this course is to develop an appreciation and understanding of the history and development of playwriting. Participants are given an opportunity to stretch their imagination, focus creative energy, and work alone and in groups to tell stories and bring characters to life. Students are encouraged to attend outside performances.

### **Technical Theater I** (*Beginning*)

**Prerequisites:** Theater I and teacher approval

Technical Theater I is a course designed to provide learners with a basic understanding of the aesthetics and practical application of all phases of technical production. This would include the study of visual aesthetics, the physical theater, scene design (construction and painting), costuming/makeup, lighting, sound engineering, and backstage organization and crew responsibilities. Production work is required. An emphasis will be placed on theater safety. Class time will be divided between classroom and actual work in the theatre. Enrollment in the course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements. Successful completion of this course will enable students to recognize the interdependence of all theatrical elements, and the role of a technical director and a technician in the rehearsal and performance process of a show.

### **Technical Theatre II**

**Prerequisite:** Technical Theatre I

Technical Theater II continues to build upon the skills learned in Technical Theater I. After completion of this course, students should have a solid understanding of all operations in the theatre and have the core skills to assist with any event that occurs in the theatre space. Working/running tech for Pine Lake Shows is a part of this class and requires a commitment to work shows outside of the school day.

### **Beginning Acting** (*Beginning, Intermediate*)

**Prerequisite:** Audition required

Students who have completed Theatre 1 may audition into the acting program. Beginning Acting is an Arts Participation course designed to teach the basic skills, concepts, and methods of modern realistic

acting techniques. Beyond that, however, the class will provide students the opportunity to strengthen those powers of concentration, focus, analysis, imagination, creativity and empathy that are critical to every art form. This is a performance based course. Students are placed into this class based on skill not grade level.

### **Advanced Acting** (*Proficient, Advanced*)

**Prerequisite:** Beginning Acting or Acting teacher recommendation

This is a performance-based course designed for highly-motivated, experienced drama students. Participants will study advanced acting techniques and script analysis, complete directing and design projects, and engage in detailed, critical evaluation and focused research. Coursework includes participation in other performances outside the regular class schedule.

### **Musical Theatre**

**Prerequisite:** Successful completion of Theatre I

This course will introduce the student to the dynamic world of musical theatre through song analysis and acting the song, class exercises for the body and the voice, as well as an initial look at both classic and contemporary musical theatre style, structure and content with an overall emphasis on performance. Course is performance based and performances outside the school day will be required a couple of times per year.

### **Stage Makeup and Costuming**

**Prerequisite:** Theatre I and Teacher Recommendation

Students will learn the basics and origin of stage makeup and be responsible for implementing different kinds of makeup designs from basic to advanced (prosthetics, etc.) Students will also learn the basics of costuming: color, design, time period, etc. Time served outside the classroom on school shows may be required. There will be a fee to participate in this course to cover some of the materials cost.

### **Dance**

**Prerequisite:** none

To provide the Beginning/Intermediate/Advanced dancer with study, further training, knowledge and application in various dance styles (creative movement/ballet, jazz, etc.), with strong emphasis in terminology, proper alignment, anatomy, musicality, expression, aesthetic, cultural content, dance history and technical proficiency. A comprehensive dance arts program provides students with the ability to develop critical thinking skills and draws upon core academic areas to solve problems of creation, design, and execution. All students are expected to do work that reflects development artistically, disciplined training, creative exploration, and self-discovery. Students develop individual expression and the ability to work collaboratively to achieve common artistic goals.



# Music Courses

## **Symphonic Band- Winds**

**Prerequisite:** Successful completion of MS Intermediate Band and director recommendation/approval.

This performance ensemble is designed for Upper School brass and woodwind players who have achieved an intermediate level of playing and wish to continue to refine technique and musical skills. This course is aligned to the North Carolina Essential Standards for Music at the proficient and advanced levels. Students in this course may perform in small groups and as soloists in addition to performances as an ensemble at several concerts during the year, including pep band for 1-2 home football games. Depending on enrollment numbers, band classes may be combined.

## **Symphonic Band- Percussion**

**Prerequisite:** Successful completion of MS Intermediate Band and director recommendation/approval.

This performance ensemble is designed for Upper School percussionists who have achieved an intermediate level of playing and wish to continue to refine technique and musical skills. This course is aligned to the North Carolina Essential Standards for Music at the proficient and advanced levels. Students in this course will learn percussion specific techniques applicable for playing in a drumline as well as a concert band percussion section. Students may perform in small groups and as soloists in addition to performances as an ensemble at several concerts during the year, including pep band for 1-2 home football games. Depending on enrollment numbers, band classes may be combined.

## **Beginning Band**

**Prerequisite:** None

Beginning Band is a performance group for students that have no prior experience with playing a band instrument, but wish to learn a woodwind, brass, or percussion instrument. This course is also open to students who do have experience with playing band instruments, but are interested in learning a new instrument, in addition to playing their current instrument in Symphonic Band. It is open to all upper school students. Beginning band places emphasis on learning beginning technique for their instrument, and the applied music theory and note reading skills needed for performance. Students may perform in small groups and as soloists in addition to performances as an ensemble at several concerts during the year.

## **Beginning Strings**

**Prerequisite:** No prerequisite required

Beginning Strings is a performance group for students that have no prior experience with playing a stringed instrument, but wish to learn the violin, viola, cello, or string bass. It is open to all middle school students. This beginning string ensemble places emphasis on learning beginning technique for their instrument, and the applied music theory and note reading skills needed for performance. Students will perform in a group setting during the daily schedule, and join larger string ensembles for community concerts and other school events. This course requires participation in evening concerts and performances throughout the school year.

**Strings Foundations:**

**Prerequisite:** Beginning Strings or Lower School Orchestra and Director recommendation/approval

This performance ensemble is designed for the rising middle school student who began violin, cello, viola, or bass lessons at the elementary school level, or for a beginning high school student without prior string experience, pending director approval. This course is designed to provide the advanced string techniques and ensemble skills needed to participate in our middle and upper school orchestra ensembles. Students will perform together daily in the classroom setting, and join large ensembles for community concerts and other school events. This course requires participation in evening concerts and performances throughout the year.

**Strings Intermediate**

**Prerequisite:** Beginning Strings or Strings Foundations and Director recommendation/approval

Intermediate Strings is a middle school performance group that includes violin, viola, cello, and string bass and places emphasis on the development of the ensemble skills needed to perform as an orchestra. Students focus on applied string technique, and applied music theory and history in the orchestra setting. String Ensemble activities may include appearances at school and community concerts, chamber music concerts, and music festivals. Students may be required to attend after school rehearsals and scheduled performances.

**Strings Proficient or Advanced**

**Prerequisite:** Intermediate Strings and Director recommendation/Audition required

Advanced and Proficient Strings is a performance group for advanced middle school and high school students that have prior experience in violin, viola, cello, and string bass. This string orchestra classroom places emphasis on the development of advanced string technique, and applied music theory and history. These orchestras perform full and string orchestra pieces, and often combine for large orchestral works. String Ensemble activities may include appearances at school and community concerts, chamber music concerts, and music festivals. Students may be required to attend after school rehearsals and scheduled performances. Although the course is designed for strings only, brass, woodwinds, and percussion may be added for performances.

**AP Music Theory (11th and 12th grades only)**

**Prerequisite:** a minimum of 2 consecutive years of study in a chorus, band, or orchestra class, immediately preceding this course. Students must be able to read music. Subject to instructor approval.

The AP Music Theory course focuses on concepts and skills emphasized within introductory college music theory courses, with the goal of helping students become sophisticated and thoughtful music listeners, performers, and composers. AP Music Theory students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. To become proficient with these skills, students need to consistently practice applying course concepts through aural analysis, score analysis, sight-singing, dictation, and composition. Students who take this course will be expected to take the AP Music Theory exam in May.

# Yearbook

**Prerequisites:** Recommendation letter from a teacher identifying work ethic and personal strengths

In this course, students will explore design through the production of the school annual. However, assignments will not be limited only to the yearbook. Students will learn to operate a digital camera, write captions, headlines and body copy, design layouts, and learn graphic arts for yearbook publishing. Students on the yearbook staff will learn skills that can be included in a resume for any positions that involve desktop publishing and graphic arts. Students can take this course for all four years of high school. This course **will** require students to attend after school activities in order to meet deadlines.

## Physical Education/Elective Courses

### **Health/Physical Education**

**Prerequisites:** None

This course teaches student's behaviors that contribute to a healthful lifestyle and an improved quality of life. There are two major components to this course: health and physical education. Each component is further divided into different content areas to include: stress management, substance abuse, nutrition and weight management, self-protection, relationships, personal fitness, games and sports. This is a course required for all students prior to graduation.

### **Weight Training for Athletes**

**Prerequisites:** completion of H/PE

This course is designed to improve the core strength and cardiovascular fitness, agility and flexibility, and basic skills and concepts of students playing athletics. This course will focus on development of the major muscle groups through free weight training as related to sport specific movements as well as speed and agility development. The students will learn about training intensity and volume, training zones, Olympic lifting, kettlebells, plyometric training, basic speed and agility work as well as sports nutrition.

### **Sports Psychology**

**Prerequisites:** Successful completion of H/PE

This course will provide students with knowledge about psychological factors that affect performance in sports such as motivation, concentration, focus, confidence, anxiety, and relaxation. Students will also be introduced to mental skills that will enhance performance, make athletic participation more enjoyable, and learn skills that can be transferred to other aspects of their lives. Specific skills to be covered in this class will include: how to set measurable goals and strategies to achieve them, visualization and imagery techniques, leadership, team-building, and how to best cope and recover from injuries.

## **Media and Broadcasting**

**Prerequisites:** Successful completion of English I

This class is designed to provide students with the opportunity to explore and understand the benefits of speed/Agility/strength training for team sports. The students will participate in various physical activities and learn a variety of fitness habits that promote a healthy lifestyle. This class is designed to meet the physical, mental, and social needs of the whole student. The primary objectives are to improve athleticism, increase knowledge and skills of team sports, and develop awareness of health practices.

## **Freshman Seminar**

**Prerequisites:** None

Freshman Seminar is designed to assist freshmen in a successful transition to high school and in planning for a purposeful life. A major concentration of the course is helping students to project into the future and realize how today's actions may have long term consequences. Potential topics covered may include growth mindset, study skills, career exploration, college readiness, self awareness, conflict resolution and public speaking.

# **Occupational Course of Study (OCS Program)**

**Description:** The Future-Ready Occupational Course of Study (FR- OCS) is intended to meet the needs of a small group of students with disabilities who need a modified curriculum that focuses on post-school employment and independent living. The OCS is a modified standard course of study consisting of sixteen courses in English, mathematics, science, and occupational preparation. Students are also required to complete career/technical education credits (4), History, healthful living and electives needed to complete graduation requirements. Each student must complete 600 hours total towards graduation; 150 hours of school-based vocational training, 225 hours of community-based training and 225 hours of paid employment. Each student will also produce a career portfolio documenting completion of course of study requirements.

## **English**

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face- to-face classroom teacher and an NCVPS online teacher.

Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary, literary genres including short stories, novel excerpts, and mythology, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, argumentative writing, research and media skills, the student will explore, examine, and participate in multimodal expression.

## **English II**

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face- to-face classroom teacher and a NCVPS online teacher.

Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short

stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be honed through the course.

### **English III**

Students in Occupational English III, read, write, and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from printed material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each. In addition, students will: expand proficiency in basic sentence and paragraph writing as applied to a variety of functional, independent living and employment tasks.

### **English IV**

Students in Occupational English IV integrate oral, written and visual skills to communicate effectively in a variety of daily living and employment situations. They employ visual communication skills to locate and research information. Occupational English IV students will: expand verbal communication skills, write logical and sequential reports, expand comprehension of functional vocabulary to include legal, medical, tax and insurance terms, read and comprehend directions and other printed material for daily living and employment tasks, complete personal forms and applications, use computer technology to enter and edit information on a spreadsheet to communicate online.

### **Introduction to Math I**

Occupational Intro to Mathematics I continue the study of: a) Computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions, and percents; b) Financial Management: recognizing and identifying basic financial information; c) Time and Measurement; d) Independent Living; and e) Technology. Students will acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

### **Locally Developed Math Elective**

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Locally Developed Math Elective course teaches Common Core Standards for math and prepares students for the subsequent course, Math 1. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective as an elective credit and Math 1 as the Math 1 credit.

### **Math I**

This course is intended for Occupational Course of Study (OCS) Students to gain understanding of course concepts including operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Technology, from videos and manipulatives to calculators and application software, will be used regularly for instruction. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified Mathematics teacher as well as a face-to-face OCS teacher.

### **Financial Management**

This course is the study of computation and the application of these skills for independent living and successful employment. More emphasis is placed on application and problem solving in the areas of financial management, reading and interpreting schedules, time and measurement and independent living using technology, hands-on approaches and cooperative learning

### **Employment Preparation I: Science**

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on campus vocational training activities such as school factories, work-based enterprises, hand-on vocational training in Workforce Development Education courses and the operation of small business. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

### **Employment Preparation II: Citizenship IA/IB**

This course emphasizes the development of skills generic to all career majors' resource management, communication, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their School-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills will also continue to be refined.

### **Employment Preparation III: Citizenship IIA/IIB**

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided. This course counts as 2 credits toward a high school diploma in the Occupational Course of Study and is available only to students in this course of study.

### **Employment Preparation IV: Math**

This course gives the students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience.

### **Applied Science:**

This course is designed to provide students with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle. Students will also receive instruction in the provision of first aid assessing medical care. Students will have opportunities to apply skills in the area of healthy living and safety to various situations within the home, community and workplace.

### **Self Advocacy**

Students in this Self-Advocacy course will use self-determination skills that are essential for achieving independence and successful adult outcomes. The organization of the course will provide for opportunities to integrate previously learned skills with new concepts. Instructional emphasis will be placed on the application and generalization of self-determination skills to post school environments

## **Extended Content Standards(ECS) Program**

The Extended Content Standard (ECS) program is designed for students who have a significant cognitive disability. ECS classrooms are typically smaller settings with fewer students so teachers are able to focus on specific individual needs. Students enrolled in the ECS classroom participate in an alternate curriculum called the Extended Content Standards of the North Carolina Standard Course of Study. This curriculum teaches the essential elements of the traditional course of study (English, Math, Science, Social Studies), along with addressing other educational needs to prepare students for real-life areas such as employment, independent living, and recreation/leisure.

Students enrolled in ECS leave high school with a Graduation Certificate, and participate in graduation exercises with their peers. Students in ECS do NOT receive a North Carolina Diploma. Students with disabilities, including those who are enrolled in ECS, are eligible to remain in school through the end of the academic year during which the student turns 22 years of age. (NC G.S. 1501-1.2)

### **Certificate Courses: NC Extended Content Standards**

#### **Skills in Independent Living**

This course is designed to assist students in developing competencies in the following areas: money-management, purchasing, cooking, laundry, cleaning, proper eating habits, appropriate manners, grooming, transportation, and mobility.

#### **Vocational Experience**

This course for students in special education is to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site. Low Incidence Prerequisites are: (1) work related behaviors, (2) employment adjustment.

#### **Employment Adjustment**

Students participate in on-campus jobs based on IEP goals to build job related skills.

### **Work Related Behavior**

This curriculum concentrates on work related behaviors. The school setting environment is organized to promote independence and skill building. Students are assisted in developing a sense of organization, dependability, speed, and quality of production as reflected in a student's IEP.

### **Socialization Leisure Skills**

The socialization curriculum concentrates on work related behavior. The curriculum includes assuming the roles associated with the development of acceptable manners, recognition and respect for authority, development of self-responsibility, and appropriate expression of emotions.

### **Physical Education**

This course is designed to help students receiving special education services develop physical and social skills. The student learns to understand and accept limitations: correct problems where possible, develop skills in sports and games suitable to limitations, and develop knowledge and appreciation of body mechanics.

### **English/Language Arts I - IV**

This academic course focuses on the development of skills needed for communication and comprehension in functional reading and writing. Emphasis is on enabling the student to interact with his environment independently to the extent of his abilities.

### **NC Math 1A & NC Math 1B**

This course is designed for students to understand and demonstrate number and quantity by using unit rate to identify quantities, demonstrate seeing structures in systems, creating equations, and reasoning with equations and inequalities equivalent expressions, understanding inequalities and solving equations/inequalities.

### **Financial Management**

Students in the ECS program will understand the difference between wants and needs. Make spending decisions based on priority needs and wants. Understand that money comes from working. Identify individual and family sources of income. Students will cover applying processes of documenting time worked and amount of money earned (paper and electronic), apply budgeting skills, set simple financial goals, use strategies to manage money.

### **Earth Science**

Students in the ECS program will explain the Earth's role as a body in space. Explain how processes and forces affect the lithosphere. Understand how human influences impact the lithosphere. Explain the structure and processes within the hydrosphere. Evaluate how humans use water. Understand the structure of and processes within our atmosphere. Analyze patterns of global climate change over time. Explain how the lithosphere, hydrosphere, and atmosphere individually and collectively affect the biosphere. Evaluate human behaviors in terms of how likely they are to ensure the ability to live sustainably on Earth.



**Life Science**

This course is designed for students to understand and apply safety measures and procedures in a variety of situations in the community and home, apply skills associated with providing simple first aid and obtaining medical treatment when needed and apply the skills needed to practice healthful living and good nutrition.

**Biology A and B**

This course is designed for students to understand the structures and functions of living organisms and understand how living things interact with and within their environments. Students in the ECS program will understand how living things interact with and within their environment. Understand structures and functions of cells and understand the impact of human activities on the environment. Students will focus on understanding structures and functions of living organisms, the interdependence of living organisms within their environments and the impact of human activities on the environment.

**Civics/Government**

Students in the ECS program will understand the roles authorities have in enforcing individual rights, rules and laws for the common good. Analyze how the government helps and protects its citizens. Understand how democracy depends upon the active participation of citizens.

**American History I & II**

Students in the ECS program will understand the creation and development of the United States over time.

**American History I**

This course is designed for students to understand the creation and development of the United States over time through the use of chronological thinking and historical comprehension.

**American History II**

This course is designed for students to understand the creation and development of the United States over time through the use of historical research and historical analysis and interpretation.

# Appendix A - Planning Worksheet

## Upper School Planning Worksheet

### Pine Lake Preparatory

Subject Area	Ninth Grade	Credit	Tenth Grade	Credit	Eleventh Grade	Credit	Twelfth Grade	Credit
	Course		Course		Course		Course	
Art Focus								
English								
Healthful Living	Health/PE	1						
Mathematics								
Science								
Social Studies								
Spanish								
Technology							Ethics/Multi media	1
Service Hours	40 Hours		40 Hours		40 Hours		40 Hours	
Credits Earned								

# Appendix B - Yearbook Staff Application

## Yearbook Staff Application

### Qualifications overview

The yearbook staff is looking for dedicated, committed, creative, organized, enthusiastic individuals who are willing to work as part of a team. Yearbook staff members must be able to work with others, must be reliable, must meet deadlines, and must put in extra work sessions outside of the regular school day. Staff members must also be dedicated to having fun and creating the best yearbook this school has ever seen!

### Application Process

If you believe you have the qualities described above, please complete the application process listed below. You could be on next year's Pride staff!!

1. Applicants fill out this form and turn it into Mrs. Pulley.
2. Applicants give the attached teacher recommendation form to their English teacher or one other teacher if they have Mrs. Pulley.
3. Those accepted by the yearbook staff are notified.

### The Basics

Your Name \_\_\_\_\_  
Cell Phone \_\_\_\_\_ Home Phone \_\_\_\_\_  
E-mail address \_\_\_\_\_  
Grade next year \_\_\_\_\_ Current Overall Average \_\_\_\_\_  
Do you have digital camera experience? \_\_\_\_\_ Do you own a digital camera? \_\_\_\_\_ List any photo classes taken \_\_\_\_\_

Why do you want to be a member of the yearbook staff?

What strengths do you possess that would make you an asset to the yearbook staff?

In what extracurricular activities - school and non-school activities - will you be involved next year? (Include clubs, sports, jobs, etc, and estimate the number of hours per week.)

Please write some ideas you have for next year's yearbook. You may include ideas that you like about past yearbooks you have seen, but also include some of your original ideas.

Are you able and willing to take pictures at after school events?

## Yearbook Staff Application – Teacher Recommendation

Teacher: Thank you for taking the time to give your valuable input so we may select the most qualified, highly motivated yearbook staff members possible. The information you share on this form will be kept confidential. After you have completed the form, please seal it in an envelope and submit it to Christine Danbeck.

Teacher's Name: \_\_\_\_\_

Student Applicant: \_\_\_\_\_

Which of your classes does this student take or has this student taken from you?

\_\_\_\_\_

How long have you known this student? \_\_\_\_\_

To the best of your knowledge, please rate the applicant from 1 - 10 (1 lowest) in each of the following areas:

- \_\_\_\_\_ Turning in work consistently and on time
- \_\_\_\_\_ Turning in high-quality work
- \_\_\_\_\_ Following directions
- \_\_\_\_\_ Showing responsibility for his/her actions
- \_\_\_\_\_ Maturity
- \_\_\_\_\_ Relating well with adults
- \_\_\_\_\_ Relating well with other students
- \_\_\_\_\_ Staying focused on his/her own work during class
- \_\_\_\_\_ Displaying pride in his/her own work
- \_\_\_\_\_ Accepting suggestions for improvement
- \_\_\_\_\_ Fixing mistakes
- \_\_\_\_\_ Maintaining a positive attitude

Please write a few sentences explaining whether or not you believe this student would be an asset to the yearbook staff and/or justifying any of the ratings above. It is important for yearbook staff members to be energetic and outgoing, with superior writing and/or photography skills and motivation. We are looking for students who will go the extra mile and make the yearbook a priority in their schedule. Insights into these traits - and any others you feel are important - would be a great help to us. Thank you!

# APPENDIX C - Independent Study Approval Form

Date Submitted: \_\_\_\_\_ Date Approved: \_\_\_\_\_

## Independent Study FINE ART

### Application for Approval for FINE ART via Independent Study

Enrolling in an Independent Study provides students the opportunity to work on an individual basis with a Pine Lake faculty member who agrees to supervise the work. Completing an art requirement in this manner provides a way for highly motivated students to pursue a topic of interest that does not necessarily fit into a traditional academic curriculum. This can be a way for students to learn specialized material or gain research experience. Also, independent study provides students with opportunities to explore their interests deeper and make important decisions about how and where they will direct their talents in the future. An Independent Study cannot replicate the subject matter of a current course.

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

#### Independent Study Guidelines:

- Students must complete one fine art credit through enrollment in a Pine Lake Preparatory Fine Art course before a Fine Art Independent Study application will be considered.
- Students must submit a completed application and receive approval of the independent study from the Fine Arts instructor(s) by August 1 of the current school year.
- Independent Study applications will not be considered complete without a **minimum of 100 contact hours**. A log of contact hours must be submitted and approved prior to receiving credit (by April of the current school year).
- Independent studies may be provided through an organization/company or through a research based approach.
- All Independent Study programs will be graded as Pass/Fail.

*Please attach a typed description of the Independent Study Proposal to this application following the guidelines provided above.*

Arts Teacher Approval Signature: \_\_\_\_\_

*If the independent study is accomplished or completed through a company or organization please include the following information.*

Instructor Name: \_\_\_\_\_ Phone #: \_\_\_\_\_  
(please print)

Signature of Instructor/Supervisor: \_\_\_\_\_

**Please attach a business card for instructor and/or company.**

\* The Fine Art Independent Study pre-approval must be submitted to an administrator of the registrar prior to a student being scheduled in an Independent Study course.