



# Upper School Curriculum Guide 2018 - 2019

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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 an additional course for which Math III is a prerequisite.

## **Science:** Three courses

- Earth and Environmental Science, Biology, and a physical science class with at least one laboratory course.

## **Social Science/ History:** Four courses (beginning with the class of 2016)

- World History, Civics and Economics, American History I and American History II.
- AP United States History counts for both American History classes; however, students will need an additional Social Studies course to meet the minimum requirement of four.

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

- Each unit must come from the student's self-selected focus area chosen prior to the beginning of the Ninth Grade year. The focus areas include Visual Arts, Chorus, Band, and Theatre. There is a process to change located in this Guide.
- Independent Study in Fine Art focus with committee approval (sample form in appendix)
- If the student completes a STEM track, 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 course

- NC Health/PE is mandatory for all public school students (1 credit).

**Ethics of Technology/Communication in the 21st Century (Multi-Media):** Each semester length course will be taken during a student's senior year

## **Service Learning**

- 40 Hours per academic year totaling 160 hours (sample form in appendix).

**PRIDE Project:** Senior Thesis/Graduation Project with passing grade from a Review Committee. The process begins with a research paper completed during a student's Junior year English course.

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.

# NC Graduation Requirements - Future Ready Core Curriculum

(For your reference, the courses listed below detail the state of North Carolina's minimum requirements for graduation)

<http://www.ncpublicschools.org/docs/curriculum/home/graduationrequirements.pdf>

**English:** Four Credits

- English I, English II, English III, English IV

**Mathematics:** Four Credits

- Math I, Math II, Math III, and any class for which Math III is a prerequisite
- Math II, Math III, and two classes for which Math III is a prerequisite

**Science:** Three Credits

- Environmental Earth Science, Biology, and a physical science course

**Social Studies:** Four credits

- World History, Civics/Economics, American History I, and American History II or AP United States History and an additional social studies course

**Spanish:** Spanish I and Spanish II are required to graduate from PLP. In addition, a two-credit minimum is required for admission to a university in the UNC system.

**Health/PE:** One Credit

**Electives:** Six total credits required

- Two from any combination in CTE, Art, or Spanish
- Four elective credits strongly recommended (four course concentration) from one of the following: CTE, JROTC, Arts Education, any other subject area

# Grade Point Average and Course Weighting

Over the past few years, North Carolina parents, students and local superintendents have petitioned the State Board of Education to require a statewide standard 10-point grading scale for all high school students. Those advocating for this change in state policy noted that North Carolina school districts differed in their grading scales and that students would benefit from having a standard 10-point scale. This transition helps students who move from one district to another and may put North Carolina students in a more competitive position as they apply for admission to out- of-state colleges and universities.

In October 2014, the State Board approved a standard 10-point grading scale to begin with the 2015-16 school year. This scale *will not* include “pluses” or “minuses” and it will be applied for coursework beginning in the 2015-16 school year. There will not be any attempt to retroactively alter grades from prior years. 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. Under the new scale grades and grade point average calculations will be applied as follows:

A: 90-100 = 4.0 D: 60-69 = 1.0 B: 80-89 = 3.0 F: <59=0.0 C: 70-79 = 2.0

In addition to the grade scale change, another change is beginning in the 2015-16 school year. New standards for quality points will take effect for the *ninth graders* in the fall of 2015-16 and all students entering high school after that year. This change *will not* affect students who will be in grades 11 or 12 in 2017-18.

The new quality points standard will provide an additional .5 quality point to Honors courses and a 1.0 additional quality point to Advanced Placement courses, community colleges 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.

The North Carolina State Board of Education is committed to helping all students graduate high school prepared for success in college and careers. This recent policy change is in line with this goal as it will make grading scales more consistent across the state and will enable North Carolina students to better compete for admission to colleges and universities across the country.

# State and National Testing Programs

## North Carolina End-of-Course Testing

North Carolina End-of-Course Tests are designed to assess the curriculum defined by the North Carolina Standard Course of Study for each core subject area. End-of-Course tests are intended to cover the general curriculum areas of English, Mathematics, and Science. Students are required to take the End-of-Course tests in order to receive credit for the class.

End of Course tests will be given in May of the current school year as listed below for the following subject areas:

The **Math 1** 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 **Biology** test assess 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** 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.

## North Carolina Final Exams

In September 2012, it was determined part of the Common Core and Essential Standards would include new common assessments in areas not already tested with a high school End of Course Exam (EOC): Math (Math II, Math III, Advanced Functions and Modeling, Pre-Calculus), Science (Environmental Science, Physics, Chemistry, Physical Science), Social Studies (World History, Civics, US History), and English-Language Arts (English 9, English 11, English 12). In some cases, students taking an Advanced Placement exam in May could also have to take the subject common exam created by the North Carolina State Department of Instruction.

**All final exams taken at Pine Lake Preparatory will comprise 20% of a student's final end of year grade.**

## 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, in preparation for the state's new accountability model and to provide additional diagnostic tools for students, families, and their teachers. Each of these assessments will be administered at Pine Lake in the fall (Pre-ACT) and the spring (ACT).

## National Testing Programs

Pine Lake Preparatory Upper School administers the Preliminary Scholastic Assessment Test (PSAT) in October and Advanced Placement (AP) tests each year on the designated dates in May. In addition, 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.

# College Prep Honors vs. College Prep Standard

Our graduation standards exceed those of the state and UNC minimum entrance requirements. We are continually 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 College Prep Honors level and College Prep Standard 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 2018-2019 school year, each student will be able to choose a College Preparatory Standard level option or a College Preparatory Honors level option in areas mandated by the North Carolina Standard Course of Study or Pine Lake 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 College Preparatory Honors level course syllabus and a College Preparatory Standard Level course syllabus. Assignments, assessments, and homework will be the predominate 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 Standard 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 per the add/drop process in place at Pine Lake Preparatory. No course changes will be made after the tenth day regardless of a student's success or lack of success in a class. The lone exception to this will be if an IEP Team determines it is in the best interest of a student with an Individual Education Plan, a change in course level will be made based on the team decision.

# Advanced Placement Courses

Advanced Placement (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 assignments required in these classes, Pine Lake Preparatory recommends limiting the number of Advanced Placement courses in which students may enroll. Pine Lake Preparatory strongly suggests students in the tenth grade take at most one (1) AP course, eleventh grade students two (2) AP courses, and twelfth grade students enroll in no more than three (3) AP courses. If a student wishes to enroll in more than the Pine Lake recommended number of AP courses, a waiver must be signed by the student, a parent/guardian, and an administrator. In addition, if a student registers for more than the recommended amount of AP classes, the ten-day drop period will not apply. The student will be obligated to remain enrolled in the course.

All students enrolled in Advanced Placement courses at Pine Lake Preparatory are **required** to take the AP exam. Failure to do so will result in the student forfeiting the extra quality points an Advanced Placement course would have earned.

# Science, Technology, Engineering and Mathematics

As PLP has rolled out the Pine Lake STEM program, we are 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. PLCorTW'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>)

For the 2018-2019 school year, 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 Principles and Computer Science A will be offered in the Computer Science Pathway.

# Course Add/Course Drop/Course Withdrawal

Upper School courses can be **added** to a student's schedule within the first ten 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 administrators are the only individuals capable of changing a student's schedule.

A course can be **dropped** without penalty within the first ten days of the academic school year for year-long courses and within the first five days for classes that are semester in length. The only exception is a course where a waiver was signed to gain admittance. The Registrar must drop the student from the class in the registration system during the noted time period and add the student into another suitable course. Teachers do not have the ability to drop a student from their class. The Registrar or school 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, Head 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) on their transcript for the course being dropped.

# 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. Contact Upper School Counselor to register.

Approval from the Upper School Principal is required in order to take courses on NCVPS that are offered at Pine Lake Prep. Upper School Counselor will complete the course registration upon approval from Principal. *Pine Lake Prep covers the tuition cost of your course (\$349) - failing the course will result in reimbursing the school for your tuition and an F on your high school transcript.* [NCVPS course request form](#)

# 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 weighted GPA of 3.0 on high school courses and demonstrate college readiness on an assessment or placement test in (English, reading and mathematics). For additional information regarding testing requirements visit:

CPCC: <http://www.mitchellcc.edu/sites/default/files/CCP%20Approved%20Placement%20Tests%209-22-16.pdf>

MCC: <http://www.cpcc.edu/hsprograms/criteria/college-readiness-test-scores>

## **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 (deadline 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. The Pledge is to appear on every test for the student to sign. Teachers may, if they choose, require students to sign the pledge on any other assignment as well.

## 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 is comprised 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 make 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 Educator's National Convention and is considered the international music honor society for students 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.

# Co-Curricular Opportunities/Clubs

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

Archery	Chess	Mountain Biking	Ski/Snowboard
Art	Debate	Music Appreciation	Spirit
Beta	Excel	Photography	Student Council
BRIGHT	Fishing	Robotics	Trail Running
Caduceus	Impact	Sailing	
Chamber Music	Journalism	Science Olympiad	

# 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 anytime 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 tryout, attend practices, attend team meetings or sit on the team benches during contests.

### Student Attendance Required for Athletics

Students must be in school attendance 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 ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). 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 (S/H)  
English 2 (S/H)  
English 3 (S/H)  
AP Language and Composition  
English 4 (S/H)  
AP Literature and Composition  
Multimedia (semester - sr required)  
Ethics of Technology (semester - sr required)  
Creative Writing (10 - 12 grade)

## SOCIAL STUDIES DEPARTMENT

World History (S/H)  
Civics and Economics (S/H)  
American History 1 (S/H)  
AP United States History  
American History 2 (S/H)  
AP World History  
AP US Gov't and Politics  
AP Psychology

## SCIENCE DEPARTMENT

Earth and Environmental Science (S/H)  
Biology (S/H)  
Physical Science  
Chemistry (H)  
Physics (H)  
Anatomy and Physiology (H)  
AP Environmental Science  
AP Chemistry  
AP Biology  
AP Physics 1

## HEALTH AND PHYSICAL EDUCATION

Health/Physical Education (required)  
Weight Training for Athletes

## FOREIGN LANGUAGE

Spanish 1  
Spanish 2  
Spanish 3 (CC)  
Spanish 3 (H)  
Spanish 4 (CCC)  
Spanish 4 (H)  
Spanish 5 (H)  
AP Spanish Language

## MATHEMATICS DEPARTMENT

Math 1  
Math 2 (S/H)  
Math 3 (S/H)  
Advanced Functions and Modeling  
Precalculus (H)  
Calculus (H)  
AP Calculus AB  
AP Statistics

## STEM

**Engineering Pathway (PLTW)**  
Introduction to Engineering Design  
Principles of Engineering  
Aerospace Engineering  
Capstone - Engineering Design

## Computer Pathway

AP Computer Science Principles  
AP Computer Science Applications

## Elective Courses

Computer 3d Modeling and Animation  
Art History (H)  
Film Studies (10 - 12 grade)  
Supreme Court Cases (H)  
Psychology (H)  
Crime, Justice & World Events (H)  
AP Seminar  
JROTC  
Sports Psychology

## **FINE ARTS**

### **Visual Arts**

Visual Arts I Fundamentals (B)  
Visual Arts II Drawing & Painting I (I)  
Visual Arts III Drawing & Painting II (P-H)  
Visual Arts IV Senior Art Portfolio (A-H)  
Photography (P/A - H)  
Photography II (P/A - H)  
Yearbook (B/I)  
Yearbook (P/A – H)

### **Theater Arts**

Theater 1 (B)  
Theater 2 (I)  
Theater 3 (P - H)  
Theater 4 (A - H)  
Technical Theater (P/A - H)  
Acting Beginning  
Acting Advanced

### **Musical Arts**

Beginning Band  
Intermediate Band/Concert Band  
Proficient Band (H)/Symphonic  
Advanced Band (H)/Wind Ensemble  
Beginning Strings  
Strings Foundations  
Strings Intermediate  
Strings (P/A - H)

### **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

### **English I**

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 I Honors**

**Prerequisites:** It is recommended that students making a B or better in 8th grade Language Arts to register for Honors Level English I.

English I Honors students study all genres of literature and explore the ways audience, purpose, and context 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. Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non-print texts.

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 II**

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 II Honors**

**Prerequisites:** It is recommended that students making a B or better in 9<sup>th</sup> grade English to register for Honors Level English II.

English II is a survey of world literature. Students enrolled in English II Honors 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.

### **English III**

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.

### **English III Honors**

**Prerequisites:** It is recommended that students making a B or better in 10<sup>th</sup> grade English to register for Honors Level English II.

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 in the honors course will explore United States literature more widely and deeply, including more challenging and/or complete print and non-print texts.

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. Students taking English III will write the research component of the PRIDE Project.

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

**Prerequisites:** A 90% in English II Honors, Teacher approval, and completion of all summer reading and assignments

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**

**Prerequisites:** English III

In this course, 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.

#### **English IV Honors**

**Prerequisites:** English III and completion of all summer reading and assignments. It is recommended that students making a 90 or better in English 11 to register for Honors Level English IV.

In this course, 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.

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.

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

**Prerequisites:** AP English Language or an A in English III Honors, Teacher approval, and completion of all summer reading and assignments. It is strongly recommended for students to take Advanced Placement (AP) English Language and Composition prior to enrollment in Advanced Placement (AP) English Literature and Composition.

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)**

**Prerequisite:** Enrollment in 12th grade English IV (Semester Course)

The course will cover the development & 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.

### **Multimedia (Senior Required Course)**

**Prerequisites:** Enrollment in 12th grade English IV (Semester Course)

The digital media course will assist students in developing and promoting various events of Pine Lake Preparatory through many different mediums. Students will develop media literacy and inquiry skills. This course focuses on the creation and implementation of several different forms of digital media including, but not limited to: Video filming and editing, podcast development and promotion, website development and maintenance, and various aspects of broadcast journalism. Student projects will include blogs, podcasts, videos, articles and photos for websites, and weekly school news broadcasts. Students will be expected to participate in all forms of class media projects at some point in the course. A rotation model will be utilized to introduce said media skills. This course will occasionally include expectations to participate at times outside of the regular school hours to cover school activities.

### **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.

### **Film Studies**

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

Storytelling is the most common way that we communicate to one another. Stories told with film have a tremendous influence on our attitudes and perceptions of the world around us. In fact, films may be one of the most powerful tools in modern culture for shaping values and conveying information. By viewing, studying, discussing and writing about film, students develop and demonstrate skills in technological, cultural, and media literacy, as well as critical thinking and problem solving - skills that will serve them well in the real world. Students will analyze films in class, research various film makers and film genres, read and discuss critical analysis of films, take part in Socratic Seminar style discussions, and present their understanding through various individual and group projects. Although not required, students interested in creating short films in response to class discussions are encouraged to do so.

# Mathematics

## **Math I**

The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. 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. Students will take an End-of-Course test in this course.

## **Math II**

**Prerequisite:** 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 II Honors**

**Prerequisite:** 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.

Honors Mathematics courses are intended to be more challenging than standard 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 of the work expected rather than merely by the quantity of the work required.

### **Math III**

**Prerequisite:** Math II

It is in Mathematics III that students pull together and apply the accumulation of learning that they have 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 to include general triangles. 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 III Honors**

**Prerequisite:** C or above in Math II Honors/B or above in Math II

It is in Mathematics III that students pull together and apply the accumulation of learning that they have 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 to include general triangles. 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.

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### **Advanced Functions and Modeling**

**Prerequisite:** Successful completion of Math 3

Advanced Functions and Modeling provides an in-depth study of modeling and applying functions. Linear, quadratic, cubic, trigonometric, exponential, logarithmic and piece-wise functions will be used to solve problems. Students will also analyze data and apply probability concepts to solve problems. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

## **Pre-Calculus Honors**

**Prerequisite:** C or above in Math III Honors/ B 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.

Honors Mathematics courses are intended to be more challenging than standard 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 of the work expected rather than merely by the quantity of the work required.

## **Calculus Honors**

**Prerequisite:** Pre-Calculus

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 anti-derivatives, as well as applications of derivatives including moving bodies, industry and finance.

Honors Mathematics courses are intended to be more challenging than standard 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 of the work expected rather than merely by the quantity of the work required.

Students who take this course should be prepared to advance to AP Calculus AB, or first-year calculus in college.

## **Advanced Placement Calculus AB**

**Prerequisite:** B or above in Pre-Calculus, C or higher in Calculus Honors or a teacher recommendation

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.

## **AP Statistics**

**Prerequisites:** B or above in Math III or 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 successfully take the AP Statistics exam in May.

# Social Studies Courses

## **World History**

**Recommended** for Ninth-Grade Students

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.

## **World History Honors**

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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.

## **Civics and Economics (10th through 12th grade only)**

**Prerequisite:** World History

Civics and Economics is designed to give students the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will study legal and political systems and become aware of their rights and responsibilities. This course serves as a foundation for United States History.

## **Civics and Economics Honors**

**Prerequisite:** World History Honors, B or Higher in World History or Upper School administrative approval

Civics and Economics is designed to give students the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will study legal and political systems and become aware of their rights and responsibilities. This course serves as a foundation for United States History. Civics and Economics Honors covers the material in greater complexity, novelty, and pacing. Civics and Economics Honors is distinguished by a difference in the level of the work expected, not merely an increase in quantity.

## **American History I: The Founding Principles**

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

The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

## **American History I: The Founding Principles Honors**

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

The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

Honors history courses cover 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.

## **American History II**

**Prerequisites:** American History I

The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

## **American History II Honors**

**Prerequisites:** B or higher in American History I, C or higher in American History I Honors

The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

The honors course 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.

## **Advanced Placement United States History**

**Prerequisite:** B or higher in World History Honors and Civics and Economics Honors

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, Civics and Economics, American History I

**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:** For rising Freshman a teacher recommendation. For rising Sophomores a B or higher in World History Honors or Civics and Economics Honors

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:** B or higher in AP US History or an A in Honors American History I

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:** a 90 or higher in any previous Upper School Social Studies Honors course

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.

### **Supreme Court Cases Honors**

**Prerequisite:** successful completion of Civics and Economics with an B or above

This course will encompass the following topics relating to the Supreme Court of the United States: basic foundations, its structure, the treatment of constitutional facts, reasoned and principled decision-making, and the value of precedent. Through in-depth evaluation of fourteen landmark Supreme Court cases, students will realize the flexibility of the U.S. Constitution as well as gain a comprehensive understanding of not just how the U.S. Supreme Court works, but how the court's decisions impact the United States culturally, politically, and historically. While the course will be writing-intensive, students will be required to participate in simulations of court cases -- researching and understanding the case from multiple perspectives -- and be expected to be able to discuss the impact of the rulings within the classroom.

### **Crime, Justice & World Events Honors**

This course provides students with the background and concepts to understand contemporary world politics. The course covers a wide range of issues, including the causes of international conflict, military security, diplomacy, nationalism, terrorism, economic development, globalization, environmental sustainability, and human rights. Students propose and complete research projects in order to explore global political dynamics more deeply and to develop their problem-solving, speaking, writing, and diplomacy skills.

# 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.

## **Earth and Environmental Science Honors**

**Prerequisite:** A in grade 8 science

Students will develop an appreciation for Earth/Environmental processes and discover how it is integrated with all other sciences and society; 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.

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.

## **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:** Completion of Math I, C or higher in Earth Science Honors, B or higher 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.

### **Physical Science (Standard only)**

**Prerequisites:** None

Students will continue the investigation of the physical sciences. This course will build a foundation for the study of the following conceptual strands: matter- properties and change; energy- conservation and transfer; forces and motion; and finally the interaction of energy and matter. Students will investigate topics from both chemistry and physics which will involve "minds-on" activities as these concepts are studied.

### **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

This introductory Physics course is designed around the study Newton's laws of motion. Students learn to draw force diagrams, calculate the resultant force on an object, and predict the object's motion using kinematic equations of constant acceleration in one and two dimensions. In addition, students will study the electric and magnetic forces and the optics of electromagnetic waves. At the end of the course there is a brief introduction to the modern physics of special relativity and quantum mechanics. All topics are taught with a mix of theoretical work and practical laboratory work, in which the students demonstrate

results for them. Some math will be taught (particularly vectors), but the emphasis is on developing physical intuition, and on using the math that students already know to solve physical problems.

### **Anatomy and Physiology Honors**

**Prerequisites:** a 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, bones, etc. Both independent and collaborative anatomy/physiology projects will be expected and will reflect an honors-level.

### **Advanced Placement Environmental Science**

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

**Prerequisites:** a 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 C: Electricity and Magnetism**

**Prerequisites:** Successful completion of AP Physics C: Mechanics

The Physics C: Electricity and Magnetism course is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

# 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:** B or higher in 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:** B or higher in 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:** B or higher in IED, POE, and a Specialization Course (CSP or AE).

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

### Computer Science Principles

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

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize

computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet.

### **Computer Science A**

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

Computer Science Applications focuses on further developing computational-thinking skills through the development of web applications. The course utilizes industry-standard tools such as Java, HTML, PHP, XML, Apache web servers and MySQL databases. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and databases.

# 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. The basic functions covered will be formulating questions and both positive and negative responses, giving and receiving directions, communicating in the simple past, present, and future, and indicating needs and desires. Through individual and cooperative learning activities students will practice such specific topics as talking about people, describing everyday items, ordering meals in restaurants, shopping for food and clothing, reading maps and other common daily activities. Students will also learn about the Hispanic world and its varied cultures, particularly as underscored by the language via formal and informal address, concepts of family and nationality, and gesture, among others.

## **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. Functions will expand to include the progressive tenses, telling time, giving orders, discussing feelings, making comparisons and referring to habitual actions in the past. Specific topics that the student will master in class through a greater emphasis on cooperative and student-centered learning include travel settings such as a hotel and marketplace, talking about health, and describing daily routines and weekend plans. Cultural awareness is expanded with more specific study of the Spanish-speaking world. Students will be required to engage in more challenging discussions in Spanish and English as they use their critical-thinking skills to restate and assess both written texts and recorded passages.

## **Spanish III Honors**

### **Prerequisite: *Spanish II (recommended for students who have earned a B or above in Spanish II)***

This course expands the students' active proficiency to include such functions as commenting on and stating opinions, expressing doubt and improbability and talking about conditions contrary to fact. Cultural issues of the Hispanic world are viewed through different contexts such as the press, media, memoir, and fiction. The students will control all tenses and moods by the end of the course and will have experienced an introduction to Hispanic literature in the target language. Oral communication is stressed in the classroom and literacy is increased as the student begins to evaluate text. Students will learn about Spanish and Hispanic American history, culture, and politics through film studies.

Honors Spanish Language courses are intended to be more challenging than standard Spanish Language courses and cover the material in greater complexity, novelty, and pacing. In addition they are to provide multiple opportunities for students to take greater responsibility for their learning.

### **Spanish Communication & Culture (Standard Level Spanish III)**

**Prerequisite:** *Spanish II (recommended for students who have earned a C or above in Spanish II)*

This course expands the student's introduction to the Spanish language with emphasis of real-world application. The students will indulge in many cultural aspects of the hispanic speaking community. Cultural issues of the Hispanic world are viewed through different contexts such as the press, media, memoir, and fiction.

### **Spanish IV Honors**

**Prerequisite:** *Spanish III Honors (recommended for students who have earned a B or above in Spanish III Honors)*

This course will introduce students to authors of Spain and Latin America through guided readings and excerpts in the target language. The student will practice complex grammatical structures and writing skills in a variety of genre. Fluency in speaking and listening will continue to be a focus of in-class time. Students will learn about Spanish and Hispanic American history, culture, and politics through film studies.

Honors Spanish Language courses are intended to be more challenging than standard Spanish Language courses and cover the material in greater complexity, novelty, and pacing. In addition they are to provide multiple opportunities for students to take greater responsibility for their learning. Honors Spanish Language is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

### **Spanish Communities, Connections and Culture (Standard Level Spanish IV)**

**Prerequisite:** *Spanish III Honors or Spanish Communication & Culture (recommended for students who have earned a C or above in Spanish Communications & Culture or for students who have taken Spanish III Honors)*

This course will introduce students to the whole realm of Spain, Central America, and South America through authentic literature, film, and current events. Curriculum will make connections from the rich history to modern developments. Global acceptance and awareness is the main focus of this course.

### **Spanish V Honors**

**Prerequisites:** *Spanish IV Honors (recommended for students who have earned a B or above in Spanish IV Honors)*

This course will enable students to utilize skills already learned to be fine-tuned. Students will become more fluent and confident with the language. An emphasis will be placed on writing essays, speaking, and reading. An important part of this class will be the study and review of grammar. Students will be expected to infer, write essays, read short stories, poems and other original works of writing. Students will learn about Spanish and Hispanic American history, culture, and politics through film studies.

Honors Spanish Language courses are intended to be more challenging than standard Spanish Language courses and cover the material in greater complexity, novelty, and pacing. In addition they are to provide multiple opportunities for students to take greater responsibility for their learning. Honors Spanish Language is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

## **Spanish AP Language & Culture**

**Prerequisites:** *Spanish IV Honors or Spanish V Honors (recommended for students who have earned a B or above 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 is based on the six themes required by the College Board, namely,

1. Global challenges
2. Science and technology
3. Contemporary life
4. Personal and public identities
5. Families and communities
6. Beauty and aesthetics

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.

### **Overall Course Objectives**

After completing this course, students will be able to:

- Listen, read, understand, and interpret a wide-variety of authentic Spanish-language materials and sources.
- Demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish.
- Gain knowledge and understanding of the cultures of the Spanish-speaking world.
- Use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts.
- Develop insight into the nature of the Spanish language and its culture.
- Use Spanish to participate in communities at home and around the world.

# 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 elementary and 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:** 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 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, collaborate 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:** Fundamentals of Visual Art, 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:** Visual Art I, Visual Art II, Visual Art III; or, Visual Art I, Visual Art II and instructor approval. Students must be a senior to enroll in course.

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 is based off of 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*.

### **Art History Honors**

**Prerequisite:** None

Art History will provide an in-depth study of art history and basic art concepts. Students will examine a variety of aspects of art history including themes and purposes of art; styles of art; the elements of art; design principles; two-dimensional media; western and non-western art history. Art History course is a part of Fine-Arts subject, in which students will be given exposure to the community through museums, galleries and local artists. Students will also have a working knowledge of media. ***This is an additional elective course and not part of a Fine Art focus area progression.***

### **Sculpture I Honors**

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

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!

### **3d Computer Modeling and Animation 1**

**Prerequisite:** Visual Arts 1 is recommended but not required

This is a class where students will learn the basics of 3d computer modeling and animation using the program 3ds Max which is the same computer software that is used in many of today's movies and video games. In most cases, this 3d animation software is not taught until a student is in college so this class provides a unique opportunity for students to get ahead should they choose to pursue 3d animation or video game development as a career.

### **3d Computer Modeling and Animation 2**

**Prerequisite:** 3d Computer Modeling and Animation 1

This is a class where students continue to learn 3d computer modeling and animation. It is strongly recommended that students receive an A or higher in 3d Computer Modeling and Animation 1, as many of the techniques taught in this class are usually not taught until the second year of college or later.

### **Photography I**

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

This course will introduce students to the process of digital photography, the mechanics of a DSLR camera, exposure, compositional techniques, digital image-editing, and other photographic techniques. Students will be exposed to and experiment with various genres of photography all with the goal of progressing from simple snapshots to artistic images that are intentional and thoughtfully composed. Additionally, students will research famous photographers, their work, and the impact of these artists on the field of photography.

### **Photography II**

**Prerequisite:** It is recommended that a student earns a 80% (B) or higher in Photography I.

This is an advanced course in DSLR photography. Students will explore technical, artistic, and commercial aspects of photography. The course will include lighting techniques, advanced digital camera operations, and creative digital darkroom techniques with the use of photo editing software. Class time will enable students to work on independent explorations. Students will prepare a portfolio of work to exhibit and at the completion of the course. They will also produce a website for their photography work and learn ways to market their photography and get work in the field.

# 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.

## **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 Art Courses

## **Theatre Art Beginning: 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 1 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 operation in the theatre and have the core skills to assist with any event that occurs in the theatre space.

## **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 the 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:** Audition Required

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

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.

### **Oral Interpretation (NOT OFFERED FOR THE 2018-2019 SCHOOL YEAR)**

**Prerequisite:** Theatre 1

Students will be introduced to all types of theatrical performance. Students will produce and perform in various activities including storytelling, choral reading, monologues, and other verbal presentations. This course focuses on speaking in public, vocal conditioning, and diction.

# Music Courses

## **Beginning Band**

**Prerequisite:** No prerequisite required

Beginning Band is an introductory level course for students with little to no instrumental/band experience. This performance based course is focused on basic musicianship and the fundamentals of playing an instrument. This course is aligned to the North Carolina Essential Standards for Music at the beginning level. This ensemble will perform several concerts during the year. Depending on enrollment numbers band classes may be combined.

## **Intermediate Band (Concert Band)**

**Prerequisite:** Beginning band and Director recommendation/approval

Intermediate Band focuses on intermediate music skills, with an emphasis on performing instrumental/band music in an ensemble setting. This performance based course is designed for students who have achieved beginning level high school standards for music and have sound technique and musicianship skills. This course is aligned to the North Carolina Essential Standards for Music at the intermediate level. This ensemble will perform several concerts during the year. Depending on enrollment numbers band classes may be combined.

## **Proficient Band (Symphonic Band)**

**Prerequisite:** Beginning or Intermediate Band and Director recommendation/approval

Proficient Band is an inherently intermediate to advanced music course focusing on instrumental/band music performance in an ensemble setting. This course is designed for students who have achieved intermediate level music standards at the high school level and wish to refine technique and musical skills. This course is aligned to the North Carolina Essential Standards for Music at the proficient level. 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. Depending on enrollment numbers band classes may be combined.

## **Advanced Band (Wind Ensemble)**

**Prerequisite:** Intermediate or Proficient Band and Director recommendation/approval

Advanced Band is an inherently advanced music course focusing on instrumental/band music performance in an ensemble setting. This course is designed for students who have achieved proficient level music standards at the high school level and wish to pursue advanced techniques and musical skills. This course is aligned to the North Carolina Essential Standards for Music at the advanced level. 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. Depending on enrollment numbers band classes may be combined.

## **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.

## Yearbook

**Prerequisites:** By application only, minimum of a B in English

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 may require students to attend after school activities in order to meet deadlines.

# Physical Education 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 and Pine Lake student-athlete

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.

# Appendix A - Pine Lake Preparatory Advanced Placement Contract

## Due March 28, 2018

The Advanced Placement (AP) program at Pine Lake Preparatory Upper School is designed as a rigorous program to challenge and to prepare students for college level courses while still in high school. The various AP classes help students not only develop writing and thinking skills, but they also help in time management and self-discipline. Taking an AP class in high school allows students to experience college level work within the more supportive and nurturing environment of high school.

Furthermore, as stated by the College Board, AP classes help students “earn college credit and advanced placement [and also] stand out in the admission process.” Recognizing this rigor, Pine Lake Preparatory rewards students with an extra half a quality point beyond the 0.5 allotted for honors level classes; therefore, an A is worth 5.0, a B is worth 4.0, and so on.

In order to receive the added benefits of an AP class, students and parents must subscribe to the following tenets:

- Academic rigor and teacher expectations will be higher in AP classes than in Honors.
- AP classes lead to possible college credits, the course work must parallel college work.
- Enrolling in an AP class requires increased student independence and a higher degree of responsibility.
- The college curriculum requires more effort and a commitment to thorough completion of homework. The pace of the class is faster, covering more content in greater depth. The time investment outside of class is increased over honors level classes.
- Summer work may be required and if not completed the student will be removed from the class at the start of school.
- **Students are required to take the AP exam at the conclusion of the AP course.**

We, the undersigned student and parent/guardian(s), have carefully read and discussed the requirements and expectations of enrolling in an intensive/accelerated AP course and agree to honor this contract.

Student printed name: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Please check the AP Course(s) that you are interested in taking. In addition, please fill in your semester 1 grade. Being approved for the AP Course does not guarantee a spot in the class. **Students must complete the summer work given for each AP class they are enrolled in.**

**Procedure:** Please drop off this form with your current teacher and they will complete within 48 hours and return to you. *Teachers have been informed not to sign the form on the spot. You must leave it overnight.*

**AP Course Offerings:** If you are planning to take several AP classes you will need to plan for time with all teacher recommendations.

**\_\_\_ AP World History**

Prerequisite: Grade in World History Honors \_\_\_ or Civics Honors \_\_\_

\_\_\_ Recommend                      \_\_\_ Recommend with Reservations                      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP US History**

Prerequisite: Grade in World History Honors \_\_\_ & Civics Honors \_\_\_

\_\_\_ Recommend                      \_\_\_ Recommend with Reservations                      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Psychology**

Prerequisite: Grade in World History Honors \_\_\_, Civics Honors \_\_\_ & Math III \_\_\_

\_\_\_ Recommend                      \_\_\_ Recommend with Reservations                      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Government and Politics**

Prerequisite: Grade in AP United States History \_\_\_ OR American History I Honors \_\_\_

\_\_\_ Recommend                      \_\_\_ Recommend with Reservations                      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Statistics**

Prerequisite: Grade in Math III \_\_\_

\_\_\_ Recommend      \_\_\_ Recommend with Reservations      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Calculus AB**

Prerequisite: Grade in Pre-Calculus \_\_\_\_\_ or Calculus Honors \_\_\_\_\_

\_\_\_ Recommend      \_\_\_ Recommend with Reservations      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Language and Composition (11th)**

Prerequisite: Grade in English II Honors \_\_\_\_\_

\_\_\_ Recommend      \_\_\_ Recommend with Reservations      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Literature and Composition (12th)**

Prerequisite: Grade in English III Honors \_\_\_\_\_ or AP Language & Composition \_\_\_\_\_

\_\_\_ Recommend      \_\_\_ Recommend with Reservations      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Earth Science**

Prerequisite: Grade in Biology Honors \_\_\_\_\_ , Grade in Chemistry Honors \_\_\_\_\_

\_\_\_ Recommend      \_\_\_ Recommend with Reservations      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Biology**

Prerequisite: Grade in Biology Honors \_\_\_ & Chemistry Honors \_\_\_

\_\_\_ Recommend      \_\_\_ Recommend with Reservations      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Chemistry**

Prerequisite: Grade in Biology Honors \_\_\_, Chemistry Honors \_\_\_ & Math III Honors \_\_\_

\_\_\_ Recommend      \_\_\_ Recommend with Reservations      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Physics**

Prerequisite: Grade in Biology Honors \_\_\_, Chemistry Honors \_\_\_ & Math III Honors \_\_\_

\_\_\_ Recommend      \_\_\_ Recommend with Reservations      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**\_\_\_ AP Spanish Language**

Prerequisite: Grade in Spanish IV Honors \_\_\_, and/or Spanish V Honors \_\_\_

\_\_\_ Recommend      \_\_\_ Recommend with Reservations      \_\_\_ Do not Recommend

Teacher Note/Comment:

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Teacher Signature: \_\_\_\_\_

**Capstone-**

\_\_\_ AP Seminar

Prerequisites: Application and essay required

# Appendix B - Planning Worksheet

## Upper School Planning Worksheet Pine Lake Preparatory

<b>Subject Area</b>	<b>Ninth Grade</b>  Course	Credit	<b>Tenth Grade</b>  Course	Credit	<b>Eleventh Grade</b>  Course	Credit	<b>Twelfth Grade</b>  Course	Credit
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 C - 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 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 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 D - Independent Study Approval Form

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

## Independent Study FINE ART Academic Year 2018-19 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 an art 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 40 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.

*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 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.