



Upper School Curriculum Guide

2013-2014

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. 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.

Each student who began Ninth Grade for the first time between the 2000 and 2008-2009 academic year must complete the requirements of the College/University Prep Course of Study designed for students planning to attend a four-year college or university after high school. For students entering the 9th grade in 2009-2010 (or later), the requirements correspond to the Future Ready Core curriculum path. 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.



Prepare, Nurture, Lead, Engage

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Table of Contents

- College Prep Honors versus College Prep Standard
- Pine Lake Preparatory Graduation Requirements
- North Carolina Graduation Requirements
- Course Drop/Course Add/Course Withdraw
- Art Focus Change Procedure
- Advanced Placement Courses
- Testing Programs
- Upper School Testing
- Honor Code/Pledge
- North Carolina Virtual Public School
- Grade Point Average Scale
- Upper School Athletic Offerings
- Pine Lake Athletic Eligibility
- North Carolina Athletic Eligibility
- Academic Courses Offered at Pine Lake
- English Courses
- Mathematics Courses
- Social Studies Courses
- Science Courses
- Spanish Language Courses
- Visual Art Courses
- Chorus Courses
- Theater Courses
- Music Courses
- Physical Education Courses
- General Electives
- Co-curricular Opportunities (Clubs)

Appendix

- Appendix A – Advanced Placement Course Recommendation Form
- Appendix B – Advanced Placement Course Waiver
- Appendix D – Service Learning
- Appendix E – Outside Physical Education Approval Form
- Appendix C – Planning Worksheet

College Prep Honors versus College Prep Standard

As you are aware, 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 a interpretation (June 2011) of the Pine Lake Preparatory Charter by the Office of Charter Schools and the NCDPI Exceptional Children's Division, Pine Lake is now offering 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 2013-2014 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 Academic Partner 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 add/drop procedures 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.

Pine Lake Preparatory Graduation Requirements

English Four courses

⇒ English 9, English 10, English 11 or AP English Language, English 12 or AP English Literature

Mathematics Four courses

⇒ Algebra 1, Geometry, Algebra 2 and Trigonometry, and any class for which Algebra 2 is a prerequisite

Science Three courses (with at least 2 laboratory courses: Biology, Chemistry, or Physics)

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

Social Science/History Four courses

⇒ World History, Civics and Economics, United States History, and an additional elective.
⇒ Rising 9th and current 10th grade students will take United States History as a two year course.

Fine Arts Four courses in a student's chosen discipline

⇒ Each unit must come from the student's self-selected discipline chosen prior to the beginning of the Ninth Grade year. These Disciplines are Visual Arts, Chorus, Band, and Theatre and cannot be changed once the discipline has been chosen.

Spanish Four courses

⇒ Minimum of one Spanish course taken during each year a student at Pine Lake – need 2 credits to graduate

Healthful Living/Physical Education Four courses or equivalent and approved activity

⇒ NC Health/PE is mandatory for all public school students (1 credit).
⇒ The remaining three credits can be completed through on campus classes or participation in an off-campus healthful living activity.
⇒ Credits received outside of PLP require administrative approval (sample form in appendix)

Ethics of Technology one semester length course taken in a student's senior year

Service Learning

⇒ 40 Hours per academic year totaling 160 hours for graduation (sample form in appendix)

PRIDE Project - Senior Thesis/Graduation Project with passing grade from a Review Committee – begun with research paper in 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.

North Carolina Graduation Requirements

College/University Prep Diploma (2000 to 2008-2009 school year)

English Four Credits

⇒ English 9, English 10, English 11, English 12

Mathematics Four Credits

⇒ Algebra 1, Geometry, Algebra 2, and any class for which Algebra 2 is a prerequisite

⇒ Geometry, Algebra 2, and two classes for which Algebra 2 is a prerequisite

Science Three Credits

⇒ Environmental Earth Science, Biology, and a physical science (Chemistry)

Social Studies Three Credits

⇒ World History, Civics/Economics, and United States History

Foreign Language Two Credits

⇒ Both units must be in the same foreign language

Health/PE One Credit

⇒ Health/Physical Education

Career and Technical Education

⇒ Not required but strongly recommended that electives are within a single career cluster

Arts Education

⇒ Not required but strongly recommended at least one unit in an arts discipline

Future Ready Core Curriculum (2009-2010 and later)

English Four Credits

⇒ English 9, English 10, English 11, English 12

Mathematics Four Credits

⇒ Algebra 1, Geometry, Algebra 2, and any class for which Algebra 2 is a prerequisite

⇒ Geometry, Algebra 2, and two classes for which Algebra 2 is a prerequisite

Science Three Credits

⇒ Environmental Earth Science, Biology, and a physical science (Chemistry)

Social Studies Three Credits (Four credits for students entering high school during the 2013-2014 school year)

⇒ World History, Civics/Economics, and United States History

⇒ **Students entering high school (9th grade) during the 2013-2014 school year will take United States History as a two year course.**

Foreign Language not required for graduation but to meet minimum application requirements

⇒ Both units must be in the same foreign language

Health/PE One Credit

⇒ Health/Physical Education

Electives six total credits required

⇒ Two from any combination in CTE, Art, or Second Language

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

Add/Drop/Withdraw Procedure

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. Academic Partners do not have the ability to add a student to their class. The Registrar or 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. Academic Partners 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. The WF carries the same academic impact as a failing (F) grade in a class.

Art Focus Change Procedure

Per the Pine Lake Preparatory charter, students are required to take "four fine art courses in a student's chosen discipline." Between 2008 and 2013 this was interpreted to mean a student could not alter the focus they chose as they entered the Pine Lake Upper School. As we move into the 2013-2014 school year and beyond, this will be interpreted in a different manner.

The guidelines for choosing and changing a student's art focus area will be as follows.

1. Students entering Pine Lake (9th grade or other) will chose an art focus area where they will be required to remain for at least two years without consideration of change.
2. Students may submit a request to have their art focus area changed after their second year in their focus area. The reason must be compelling and supported by documentation to include but not limited to a letter from a parent/guardian and a letter from the student providing the reason for the change and why success cannot happen in the current art focus area. A committee of art teachers and school administrators will meet to review and decide if the request has merit and make a recommendation.
3. If the request for art focus change is approved, the student must then remain in the new focus area for the remaining two years (or time left at Pine Lake).
4. If the request for art focus change is denied, the student must then remain in the existing art focus area until further documentation is available to support the requested change.

5. Students who are approved to make an art focus change will enroll in the basic level class of the new art focus area. No exceptions will be made unless there is a curriculum change that impacts a student's art focus area.
6. Entry level art courses are not and cannot be considered as honors courses and will not be taken with any additional quality points. They will be taken on the 4.0 standard grade scale.

Advanced Placement

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 student's two (2) AP courses, and Twelfth Grade student's no more than three (3) AP courses. If a student wishes to enroll in more than Pine Lakes recommended number of AP courses, a waiver signed by the student, a parent/guardian, and an administrator is required. 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.

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 and meet the necessary proficiency level in order to receive credit for the class.

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

The **Algebra 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.

Common Exams/Measures of Student Learning

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 (Geometry, Algebra II, Advanced Functions, Precalculus), Science (Environmental Science, Physics, Chemistry), 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.

Each North Carolina End-of-Course examination will count 25% of the students' final year grade. **In addition, all non-EOC final exams taken at Pine Lake Preparatory will also comprise 25% of a student's final end of year grade.**

North Carolina ACT and PLAN Testing

North Carolina began administering the ACT, and PLAN in 2011-12 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 (PLAN) 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 expected to take the Scholastic Assessment Test (SAT I) at least once during their Junior/Senior class years in an effort to meet college entrance requirements. With the exception of the ACT taken by 11th 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.

Upper School Testing

Upper School students at Pine Lake should never have more than two major tests or projects due on the same day. When a third test or other major assessment is assigned with the same due date, the student needs to inform his/her Academic Partner that he/she already has two major assignments scheduled for the same day. The Academic Partner who assigned the third major assessment, upon verification with other Academic Partners, will either reschedule the test for the whole class or make mutually satisfactory arrangements with the student(s) who may have the conflict.

During the week prior to the **end of a marking period**, a mini exam schedule will be created in order to restrict the number of assessments a student will need to complete on a given day.

Honor Code/Pledge

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. Academic Partners 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 or plagiarism. 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 Academic Partner 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. Each student is responsible for working with Academic Partners to learn and observe appropriate documentation of another's work.
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 Academic Partner 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.

North Carolina Virtual Public School

North Carolina Virtual Public School (NCVPS) offers students an opportunity to take online courses for high school credit taught in an on-line environment. Students must be self-motivated and must understand that NCVPS courses appear on transcripts and count towards Grade Point Averages. 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 and/or the EOC. Students pre-assess at the beginning of each unit in an effort to determine which assignments from the unit are required for the student to complete. 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 EOC. Credit Recovery courses may not be taken for first-time credit – the student must have previously failed the course. Students interested in Credit Recovery courses through NCVPS must be able to devote ninety minutes every day to working on the course and should meet with a school administrator to register for NCVPS courses.

Approval of the Head of Upper School or the Dean of Academic Affairs is necessary for registration into a course offered by the North Carolina Virtual Public School.

Grade Point Average Scale

State Mandated, Effective August 1994

Percentage	Letter	Standard Weight	Honors Weight	AP Weight
96-100%	A	4.000	5.000	6.000
95%	A	3.875	4.875	5.875
94%	A-	3.750	4.750	5.750
93%	A-	3.625	4.625	5.625
92%	B+	3.500	4.500	5.500
91%	B+	3.375	4.375	5.375
90%	B+	3.250	4.250	5.250
89%	B	3.125	4.125	5.125
88%	B	3.000	4.000	5.000
87%	B	2.875	3.875	4.875
86%	B-	2.750	3.750	4.750
85%	B-	2.625	3.625	4.625
84%	C+	2.500	3.500	4.500
83%	C+	2.375	3.375	4.375
82%	C+	2.250	3.250	4.250
81%	C	2.125	3.125	4.125
80%	C	2.000	3.000	4.000
79%	C	1.875	2.875	3.875
78%	C-	1.750	2.750	3.750
77%	C-	1.625	2.625	3.625
76%	D+	1.500	2.500	3.500
75%	D+	1.375	2.375	3.375
74%	D	1.250	2.250	3.250
73%	D	1.125	2.125	3.125
70-72%	D-	1.000	2.000	3.000
< 69%	F	0.000	0.000	0.000

Courses Eligible for Weight

- 1 Point Honors Courses for grades 9-12
 Foreign Languages above Level II taken in high school
 Fine Art courses above level II taken in high school
- 2 Point Advanced Placement courses (with AP exam taken in spring)

Upper School Athletic Offerings

Fall Sports	Winter Sports	Spring Sports
Cross Country (Men's)	Basketball (Men's)	Baseball
Cross Country (Women's)	Basketball (Women's)	Golf
Volleyball	Swimming (Men's)	Soccer (Women's)
Soccer (Men's)	Swimming (Women's)	Softball
Tennis (Women's)	Spirit Squad	Tennis (Men's)
Spirit Squad		
Football		

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 2.8 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).

A minimum load is defined as six courses and the GPA considered will be weighted.

A student, upon first entering grade seven and nine, is academically eligible for competition on Middle and 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.

Exceptions and/or extenuating circumstances will be decided collaboratively by the Athletic Director and appropriate Head of School.

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

Academic Courses offered at Pine Lake

Standard Courses	Honors Courses	Advanced Placement Courses
ENGLISH		
English 9	English 9	
English 10	English 10	
English 11	English 11	English Language and Composition (11)
English 12	English 12	English Literature and Composition (12)

MATH		
Algebra I		
Geometry	Geometry	
Algebra II	Algebra II	
Advanced Functions of Modeling	Precalculus	
	Calculus	Calculus AB

SOCIAL STUDIES		
World History	World History	World History
Civics and Economics	Civics and Economics	United States Government and Politics
United States History	United States History	United States History
	Psychology	Psychology

SCIENCE		
Earth and Environ Science	Earth and Environ Science	Environmental Science
Biology	Biology	Biology
Physical Science	Chemistry	Chemistry
Robotics	Physics	Physics B
	Marine Science	

SPANISH LANGUAGE		
Spanish I		
Spanish II		
Spanish CC	Spanish III	
Spanish CCC	Spanish IV	
Spanish Culture and Language	Spanish V	Spanish Language

Standard Courses	Honors Courses	Advanced Placement Courses
VISUAL ART		
Fundamentals of Art (B)	Drawing and Painting (P)	
Drawing and Painting (I)	Advanced Drawing and Painting (A)	
	3D Fundamentals(P)	
	Art Appreciation (P)	
	Photography (P)	
	Animation (P)	
	Videographer (P)	

CHORUS		
Vocal Music Beginning	Vocal Music Proficient	
Vocal Music Intermediate	Vocal Music Advanced	
	Vocal Music Audition	

THEATER		
Theater Arts Beginning	Theater Arts Proficient	
Theater Arts Intermediate	Theater Arts Advanced	
Acting Intermediate	Acting Proficient	
	Acting Advanced	

MUSIC		
Symphonic Band (B or I)	Symphonic Band (P or A)	
Wind Ensemble (B or I)	Wind Ensemble (P or A)	
Marching Band (B or I)	Marching Band (P or A)	
Strings (B or I)	Strings (P or A)	
	Intro to Music Theory	Music Theory

PHYSICAL EDUCATION		
Health/PE		
PE 2, PE 3, PE 4		
PEX (outside)		

GENERAL ELECTIVES		
Yearbook		
Computer Applications		
Ethics of Technology (Seniors Only)		

Academic Course Descriptions

English

English 9

Prerequisites: Completion of all summer reading and associated assignments. It is strongly recommended for students making an 80 or below in 8th grade Language Arts to register for Standard Level English 9.

English 9 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 9, students take English 10.

English 9 Honors

Prerequisites: Completion of all summer reading and associated assignments. It is recommended that students making an 80 or better in 8th grade Language Arts to register for Honors Level English 9.

English 9 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 10

Prerequisites: English 9 and completion of all summer reading and associated assignments. It is strongly recommended for students making an 80 or below in English 9 to register for Standard Level English 10.

English 10 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 11.

English 10 Honors

Prerequisites: English 9 and completion of all summer reading and associated assignments. It is recommended that students making an 80 or better in 8th grade Language Arts to register for Honors Level English 10.

English 10 is a survey of world literature. Students enrolled in English 10 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 11

Prerequisites: English 10 and completion of all summer reading and associated assignments. It is strongly recommended for students making an 80 or below in English 10 to register for Standard Level English 11.

English 11 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 11 will write the research component of the PRIDE Project. After successfully completing English 11, students take English 12.

English 11 Honors

Prerequisites: English 10 and completion of all summer reading and associated assignments. It is recommended that students making an 80 or better in 8th grade Language Arts to register for Honors Level English 11.

English 11 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 11 will write the research component of the PRIDE Project.

Advanced Placement (AP) English Language and Composition (11th Grade)

Prerequisites: An 85% in English 10 Honors, Academic Partner approval, and completion of all summer reading and associated 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 12

Prerequisites: English 11 and completion of all summer reading and associated assignments. It is strongly recommended for students making an 80 or below in English 11 to register for Standard Level English 12.

English 12 integrates all the language arts skills gained throughout students' education. Students enrolled in English 12 continue to explore expressive, expository, argumentative, and literary texts with a focus on British literature, including how the literature of Great Britain. Though the focus of this course is on British literature, the course will include literature from Southern and Northern Europe. This course will also investigate important U.S. documents and literature that were directly influenced by European philosophy or action. English 12 students also study the connections of themes, ideas, and movements in British literature. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. There is a strong concentration on grammar, vocabulary development, and increased reading comprehension.

English 12 Honors

Prerequisites: English 11 and completion of all summer reading and associated assignments. It is recommended that students making an 80 or better in English 11 to register for Honors Level English 12.

English 12 integrates all the language arts skills gained throughout students' education. Students enrolled in English 12 continue to explore expressive, expository, argumentative, and literary texts with a focus on British literature, including how the literature of Great Britain. Though the focus of this course is on British literature, the course will include literature from Southern and Northern Europe. This course will also investigate important U.S. documents and literature that were directly influenced by European philosophy or action. English 12 students also study the connections of themes, ideas, and movements in British literature. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. There is a strong concentration on grammar, vocabulary development, and increased reading comprehension. Students in the honors course will explore British 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.

Advanced Placement (AP) English Literature and Composition (12th Grade)

Prerequisites: AP English Language or an A in English 11 Honors, Academic Partner approval, and completion of all summer reading and associated 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. This course is designed for students who wish to undertake college level studies. Special emphasis is placed on British literature genres, examining authors' styles, composition, vocabulary, and critical thinking skills. Students will read 10 - 12 major works of British literature (approximately 25- 30 pages of reading pages per night) as well as poetry and short works. There is a rigorous reading load in fiction, drama, and poetry. Writing assignments will include close textual analyses of fiction, poetry, and drama. Timed writings analyze prose and poetic passages and treat literary concepts from the student's repertoire. Students will study advanced composition skills, including lessons in grammar, mechanics, usage, and vocabulary. A research component, graduation project, and graduation project presentation are necessary for successful completion of course. Students who take this course will be expected to take the AP Examination in English Literature and Composition in May.

Ethics of Technology (Senior Required Course) (Semester Course)

Prerequisite: Senior status at Pine Lake

The curriculum supports a venue for students to explore and apply knowledge of digital tools and related resources as a means for increased media literacy, written expression and publishing. Students will practice the process and art of composition and then transform select pieces into one of many electronic forms, such as movies, podcasts, blogs, electronic surveys, and websites. Essays, articles, and literature selections are integrated throughout the unit plans. A critical review of websites (content and design) is another component of this class, as well as an examination of the ethical responsibilities of electronic publishers.

Public Speaking

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

Public Speaking allows students to become proficient in selected categories and to gain knowledge of advanced oral communication techniques. This course is designed for students to study approaches used in informative and persuasive speaking. Students will learn the fundamentals of communication and develop skills in the preparation, organization, and presentation of speeches. Students practice and deliver prepared and impromptu speeches, to inform, to persuade, to entertain, and students will explore mass media. Opportunity will be provided both semesters to practice for Pride Presentations.

Public Speaking is taken the semester opposite Ethics of Technology and may not be taken simultaneously.

Mathematics

Algebra 1

Prerequisite: Pre-Algebra

This course is for students who are familiar with such concepts as solving equations for x, absolute value, inequalities, percentages, and reading and interpreting graphs. Students will study algebraic concepts

including real numbers and polynomials, relations and functions, creation and application of linear functions and relations, and an introduction to nonlinear functions. This course assumes that students are quite familiar with working with fractions and decimals. Appropriate technology, including the TI-83+ or TI-84+ graphing calculator, will be used regularly for instruction and assessment. Students will take an End-of-Course test in this course.

Geometry

Prerequisite: Algebra 1

Geometry is a course that explores the relationships, measurements and properties of one, two and three dimensional objects. Logic is used in the form of deductive reasoning needed to solve problems not only in Geometry but in other subsequent courses. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. The core concept topics covered are: triangles, quadrilaterals and circles. The topics include but are not limited to: foundations of geometry, proof and logic, lines, transformations, probability, polygons, similarity, 2D and 3D measurement, circles and basic trigonometry. Quizzes, exercises, and tests will be used to evaluate student success in the course.

Geometry Honors

Prerequisite: C or above in Algebra 1

Geometry is a course that explores the relationships, measurements and properties of one, two and three dimensional objects. Logic is used in the form of deductive reasoning needed to solve problems not only in Geometry but in other subsequent courses. The core concepts covered are triangles, quadrilaterals and circles. Quizzes, exercises, activities, Honors Project and tests will be used to evaluate student success in the course.

An Honors Geometry course will be more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. This emphasizes the further development of skills, techniques and connections to geometry concepts. The topics include but are not limited to: foundations of geometry, proof and logic, lines, transformations, probability, polygons, similarity, 2D and 3D measurement, circles and basic trigonometry. Geometry Honors builds on your algebra knowledge while also preparing you for future math courses. It teaches you to think logically, problem solve, and use critical thinking skills in real life situations.

Algebra 2

Prerequisite: Geometry

Algebra 2 continues students' study of advanced algebraic concepts including functions, polynomials, and rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Upon successful completion of this course, students will be prepared for higher level math classes

Algebra 2 Honors

Prerequisite: C or above in Geometry

Algebra 2 continues the students' study of advanced algebraic concepts including functions, polynomials, and rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Upon successful completion of this course, students will be prepared for honors pre-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.

Advanced Functions and Modeling (standard Level – alternative to Pre-calculus Honors)

Prerequisite: Algebra 2

Advanced Functions and Modeling continues the development of conceptual understanding and application of functions and modeling. Topics covered in the course include data analysis, linear models, recursion, trigonometric functions, logarithmic functions and exponential functions. Assessments include tests, quizzes, projects, and other major assignments that emphasize the application of functions.

Pre-Calculus (only offered as an honors course)

Prerequisite: C or above in Algebra 2

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: Precalculus

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: C or above in Honors Calculus - however rising Seniors need to have an A in Pre-calculus, an A in Algebra 2, and a teacher recommendation if Honors Calculus has not been taken

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.

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

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.

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

Prerequisite: 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

Prerequisite: 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.

United States History

Prerequisite: World History and Civics and Economics

United States History is designed as a survey course and a continuation of the Civics and Economics curriculum. The curriculum begins with the Washington administration and continues to current times. This course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

United States History Honors

Prerequisite: World History and Civics and Economics

Honors United States History is designed as a survey course, beginning with the Washington administration and continuing to current times. This course provides students with a framework for studying political, social, economic, and cultural issues and for analyzing the impact these issues have had on American society. As an honors course, students should expect a rigorous content level and pace. This course demands greater independence and responsibility and concentrates on the development of higher level thinking skills.

Psychology Honors

Prerequisite: World History and Civics and Economics

Co-requisite: Algebra 2

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.

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

Advanced Placement World History

Prerequisite: an A or B in World History Honors or Civics and Economics Honors and/or Academic Partner approval

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 History

Prerequisite: an A or B in World History Honors, an A or B in Civics and Economics Honors, and Academic Partner approval

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.

Advanced Placement United States Government and Politics

Prerequisite: an A or B in World History Honors, an A or B in Civics and Economics Honors, and Academic Partner approval

Co-requisite: United States History Honors

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: an A or B in World History Honors and an A or B in Civics and Economics Honors

Co-requisite: Algebra 2

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 90 minutes per day. More time may need to be budgeted for special projects or exams.

Science Courses

Earth and Environmental Science

Prerequisite: None

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: None

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

Prerequisite: Completion of Algebra 1, 80 or lower in Earth Science, or Academic Partner Recommendation.

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 Algebra 1, 80 or better in Earth Science, or Academic Partner Recommendation.

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.

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)

Prerequisites: Earth Science and an below an 80 in Honors Biology or below 90 in Standard Biology
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: 90 or better in Standard Biology or 80 or better in Honors Biology

Co-requisite: Algebra 2

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 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.

Physics Honors

Prerequisites: Biology, Chemistry, and Algebra 2

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.

Robotics (Standard)

Prerequisites: Current enrollment in Algebra I

Students will learn and use sophisticated software and hardware for computer aided design, 3-D modeling, programming, website design/hard coding, and animation design. In addition, they will hone teamwork skills, develop presentation skills, and learn how to prepare a business plan, financial planning, and marketing skills. Students will have hands-on experience with engineering, fabrication and electrical while prototyping a robot. It is as close to "real-world engineering" as a student can get.

Marine Science

Prerequisites: must be a Junior or Senior

This course is for students who are interested in developing an understanding of the basic concepts of Marine Biology. It is intended for students at all levels who are motivated to learn more about the oceans of the world and organisms that live in them. The course is designed to include the study of the marine organisms of our own coastal area. Laboratory activities will be an integral part of the course. The major

areas of study may include the following topics: (1) The World's Oceans, (2) Chemical and Physical Factors, (3) Evolution of Life, (4) Marine Plants, (5) Invertebrates, (6) Marine Vertebrates (fish, reptile, bird, and mammal), (7) Marine Ecology, and (8) Sand Beaches, Dunes, Rocky Shores, Coral Reefs, and Marine Biomes.

Advanced Placement Environmental Science

Prerequisites: an 85 or better in Biology Honors, an 85 or better in Chemistry Honors, and Academic Partner approval

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: 93 in Biology Honors, 93 in Honors Chemistry, and Academic Partner approval

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 93 in Biology Honors, a 93 in Chemistry Honors, and Academic Partner approval

Co-requisite: Honors Algebra II

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, thermo-chemistry, 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 B

Prerequisites: a 93 in Precalculus Honors, a 93 in Biology Honors, a 93 in Chemistry Honors, and Academic Partner approval

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life sciences, premedicine, and some applied sciences, as well as other fields not directly related to science.

Spanish Language Courses

Spanish 1

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 2

Prerequisite: Spanish 1

In this course students will build on their knowledge gained in Spanish 1, 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 Communication & Culture (Standard Level Spanish 3)

Prerequisite: Spanish 2

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.

Spanish 3 Honors

Prerequisite: Spanish 2 (recommended for students who have earned a B or above in Spanish 2)

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.

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 Communities, Connections and Culture (Standard Level Spanish 4)

Prerequisite: Spanish 3 Honors or Spanish Communication & Culture

This course will introduce students to the major 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.

Spanish 4 Honors

Prerequisite: Spanish 3 Honors (recommended for students who have earned a B or above in Spanish 3 Honors)

This course will introduce students to the major 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. 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.

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 Culture & Language

Prerequisite: Spanish 4 Honors or Spanish Communities, Connections & Culture

This course integrates Spain's and Spanish America's history, politics, and culture through the use of literature, film, art and music. This class will be conducted primarily in Spanish in order to further develop reading comprehension, speaking skills, and writing in the Spanish language.

**This course will be offered in Standard and Honors.*

Spanish 5 Honors

Prerequisites: Spanish 4 Honors (recommended for students who have earned a B or above in Spanish 4 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, 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, short stories, poems and other original works of writing.

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.

Advanced Placement Spanish Language

Prerequisite: an A or B+ in Spanish 4 Honors and Academic Partner Approval

This course is intended for students who wish to develop proficiency in Spanish and integrate their language skills, using authentic materials and sources. Students who enroll in this course should have, at least, three years of Spanish Honor Courses, extensive knowledge of the Spanish grammar, reading and analytical skills, writing and oral skills. The class will be conducted in Spanish in its entirety. Students are expected to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal, interactive communication), Interpretive (receptive communication), and Presentational (productive communication), and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth and sixth semester college and university courses that focus on speaking and writing in the target language at an advanced level.

Visual Art Courses

Fundamentals of Art (Beginning)

Prerequisite: none

Fundamentals of Art is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level for art study throughout high school. The course is primarily devoted to the study of the elements of art, color theory, vocabulary, art criticism, art history, 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. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment.

Drawing and Painting I (Intermediate)

Prerequisite: Fundamentals of Art

Drawing and Painting I builds on the student's technical skills and foundation of knowledge developed in Fundamentals of Art. The study of the elements of art and principles of design, color theory, and art history continues, with an emphasis on more fluent use of vocabulary. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. This course is divided into a semester of drawing and a semester of painting. Instructor approval is required to advance from Drawing and Painting I.

Drawing and Painting (Proficient)

Prerequisite: Fundamentals of Art, Drawing and Painting I

Drawing and Painting II is a continuation of skills from Drawing and Painting I, with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal, and written means. Students will develop more personalized goals and conceptualize a personal philosophy of art. The year will culminate in the assembly of a portfolio based

on technical quality, personal style, direction, and its intended purpose. Instructor approval is required to advance from Drawing and Painting II.

Drawing and Painting (Advanced)

Prerequisite: Fundamentals of Art, Drawing and Painting I, Drawing and Painting II

In Advanced Drawing and Painting, students develop, clarify, and apply their philosophy of art and art making through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the advanced student. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. Students take part in planning and installing an exhibition of their work. Instructor approval is required for registration in this course.

3D Fundamentals (Proficient)

Prerequisite: Fundamentals of Art, Drawing and Painting I

This course will introduce basic three-dimensional processes and materials. Students will develop their ability to analyze form and space relationships using a variety of media and techniques.

Art Appreciation (Proficient)

Prerequisite: Fundamentals of Art, Drawing and Painting I

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

Animation (Proficient)

Prerequisite: Fundamentals of Art, Drawing and Painting I, and Instructor portfolio Approval

This course will cover the basic concepts of 3D Modeling and Animation. Students will build a solid foundation of tools in 3D software and the language of the animation industry. Discussion topics will include traditional animation techniques, history of animation, character development, and story concepts. Classwork will include work to develop storytelling skills, along with creating, pitching, critiquing stories, and designing short animations. Prerequisites for this course include completion of Art 1 and 2 and instructors approval.

Photography (Proficient)

Prerequisite: Fundamentals of Art, Drawing and Painting I, Academic Partner Approval

Explore digital photography techniques and learn to enhance your images with photo editing software in this studio-based class. Through weekly photography projects combined with critiques and class discussions, you will examine the technical aspects of your work and discuss your work in personal and meaningful ways. Course topics may include composition, the elements and principles of design, and art history.

Videography (Proficient)

Prerequisite: Fundamentals of Art, Drawing and Painting I, Academic Partner Approval

If you enjoy creative thinking, planning for and executing projects that are different, unique, and exciting - this is the course for you! The videography class is about learning to use the tools of video-editing to make your original and creative videos. This course teaches you how to film, upload and edit a video. You will

learn about working with different files, how to add titles, transitions, music, and much more. The course uses video-editing skills and techniques as a path to learning to provide a spring board to create new works in fascinating and innovative ways.

Chorus Courses

Vocal Music Beginning

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 Intermediate, Proficient, or Advanced

Prerequisite: Instructor recommendation/approval

Intermediate Chorus continues to explore both classic and contemporary choral literature by incorporating more complex arrangements. Students will continue to build their musicianship skills through further study of music theory, aural skills, music history, and vocal health. Students must have completed Beginning Chorus (Chorus 1) before beginning this course. Students are required to perform for events outside the regular school day.

Vocal Music Audition (Proficient or Advanced)

Prerequisite: 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 Beginning Chorus (Chorus 1) and complete 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

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.

Theatre Art Intermediate, Proficient, or Advanced

Prerequisite: the previous Theatre Art course

Theatre Art 2, 3, and 4 continue the study of acting process theory and application. Particular emphasis is given to character development and text analysis. Participants will engage in an advanced exploration of theatre history and related styles of acting and design with an emphasis on analysis, research and technical skills. Students will demonstrate knowledge, sensitivity, flexibility, and intuition in functioning throughout the course. Students are encouraged to attend outside performances.

Acting Intermediate

Prerequisite: Theatre Art Beginners and entry audition

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.

Acting Proficient or Advanced

Prerequisite: Acting Intermediate and entry audition

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.

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

Music Courses

Symphonic Band (Beginning, Intermediate, Proficient, Advanced)

Prerequisite: Director recommendation/audition

Symphonic Band is a band ensemble comprising of 9th-12th grade students. Assessment and grading is largely performance-based, but is also assessed by students ability on their instruments, and their individual effort on their instruments. Students are required to use SmartMusic for their individual performance assignments. Outside performances are a required participation component during the school year.

Wind Ensemble (Beginning, Intermediate, Proficient, Advanced)

Prerequisite: Director recommendation/audition

Students in this ensemble will be grouped according to instrumental families and concentrate on refining the performance skills that are inherent to that particular instrument. Time will be spent in class breaking up into sectionals to refine those skills. Assessment and grading is largely performance-based, but is also assessed by students ability on their instruments, and their individual effort on their instruments. Students are required to use SmartMusic for their individual performance assignments. Outside performances are a required participation component during the school year.

Marching Band (Beginning, Intermediate, Proficient, Advanced)

Prerequisite: ability to play instrument proficiently and Director permission

Students that demonstrate rudimentary proficiency on their instrument may elect Marching Band. Members participate in concerts, Solo and Ensemble Festival, Band festivals, and in school and community events. All performances are a required part of the course. Assessment and grading is largely performance-based, but is also assessed by students ability on their instruments, and their individual effort on their instruments. Students are required to use SmartMusic for their individual performance assignments. Outside performances are a required participation component during the school year.

Strings Beginning

Prerequisite: previous experience playing a string instrument

Beginning Strings is a performance group that includes violin, viola, cello, and string bass and places emphasis on the development of playing skills. It promotes a deeper appreciation of music, affords pleasure and enjoyment through performance experience, increases knowledge of music, and serves both school and community. String Ensemble activities may include appearance 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.

Strings Intermediate

Prerequisite: Director recommendation/approval

Intermediate Strings is a performance group that includes violin, viola, cello, and string bass and places emphasis on the development of playing skills. It promotes a deeper appreciation of music, affords pleasure and enjoyment through performance experience, increases knowledge of music, and serves both school and community. String Ensemble activities may include appearance 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.

Strings Proficient or Advanced

Prerequisite: Director recommendation/approval

Advanced Strings is a performance group that includes violin, viola, cello, and string bass and places emphasis on the development of playing skills. It promotes a deeper appreciation of music, affords pleasure and enjoyment through performance experience, increases knowledge of music, and serves both school and community. String Ensemble activities may include appearance 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.

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

Introduction to Music Theory

Prerequisite: None

This course will include areas of study to include but not limited to the following: Introduction to music theory and composition, the history of music, and technical aspects of music composition and its development. Students will also explore Western European Music and some non-Western music, folk, jazz, pop, and rock. Correlations between historical/political events in the world and their impact on

composers' lives and their music will be explored. This class will teach students to develop a "critical ear" when listening to music.

Advanced Placement Music Theory

Prerequisite: an A or B in Music Theory and Academic Partner approval

AP Music Theory is a course designed for those students who wish to further develop their musical knowledge and understanding. The skills necessary to succeed in the class and on the examination are developed through the study of music. It is a significant help to students to have prior experience in the study of an instrument or voice, in listening to music extensively as well as performing it, and in the study of music theory at a still more basic level than that of the AP course. Study in this course includes the mastery of rudiments of music and terminology in the context of listening to a wide variety of music; the acquisition of notational skills and fluency for basic writing and more complex reading; and compositional procedures, including those of common-practice tonality. Students taking this course will develop aural skills, compositional skills, performance skills and analytic skills through performance as well as daily exercises and homework. These listening, sight-singing, reading and writing skills will enable them to participate in advanced university-level music theory and ear-training classes and performing ensembles at the colleges of their choice.

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.

Physical Education (2, 3, 4)

Prerequisite: Health/Physical Education

These courses are designed for students who will not earn their additional Healthful Living credits in programs and activities outside of Pine Lake Preparatory. The focus will be on developing student's healthful living habits by providing pathways for students to learn and understand life sports and other activities for life-long fitness and leading an active lifestyle.

PEX (Outside PE)

Prerequisite: Health/Physical Education

Pine Lake Preparatory requires all Upper School students to earn a Physical Education credit each year. This credit may be obtained through PE class, participation in one of the school's sports team, or an off campus physical activity such as, but not limited to, swim league, dance classes, gymnastics classes, recreation league sports. Students, who are acquiring their PE credit from a source other than Pine Lake Preparatory, need to submit the required form to the school to obtain consideration for credit.

General Electives Courses

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 year book 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.

Computer Applications (Semester course)

Prerequisites: None

This course is designed to help student's master advanced skills in the areas of word processing, database management, spreadsheet, desktop publishing, and presentation applications. Emphasis is on data communications, Internet and e-mail, as well as skill development in the integration of software applications, ethical issues pertaining to information systems, and information technologies careers. Communication skills and critical thinking are reinforced through software applications. Students taking this course will also help support the Pine Lake 1:1 Laptop initiative.

****Ethics of Technology and Public Speaking course descriptions can be found in the English section of this document.**

Co-Curricular Opportunities (Clubs) (These are subject to change each year)

Art Club	Junior Civitan	Debate
Art Honor Society	Photography	Show Choir
Beta Club	Science Olympiad	Spanish Club
Environmental Club	National Honor Society	Spanish Honor Society
Film Club	Prom/Winter Formal	Spirit Club
Impact	Robotics	Student Council
Interact	Int'l Thespian Troupe	Tri-M Music Honor Society

**Pine Lake Preparatory
Advanced Placement Course Recommendation Form**

If a student wishes to enroll in an Advanced Placement course, they need to have a recommendation from their current subject Academic Partner in order to be enrolled in the class. Students who do not receive the necessary Academic Partner recommendation will not be enrolled in the requested Advanced Placement course. (ex. Advanced Placement United States History needs to be signed off by the Honors Civics Academic Partner)

Once you and your parents/guardian have read and agreed to all the statements listed below, 999561

please return this form after you have completed your on-line registration. Note: Students enrolled in Advanced Placement classes are expected to complete all course materials and take the Advanced Placement test for college credit in order to receive the additional quality points.

Student Name: _____

Requested Advanced Placement Course: _____

Parent/Guardian Name: _____

I would like to request that I be allowed to take the Advanced Placement course named above, knowing that the pace of the course will be brisk and topics covered will involve higher level thinking skills and more in depth material. I understand that the course cannot be substantially altered for any student and that the responsibility will be on me to excel.

Student Signature: _____ **Date:** _____

As the parent/guardian of the student named above, I would like to request that he/she be allowed to take the Advanced Placement course named above, knowing that the pace of the course will be brisk and topics covered will involve higher level thinking skills and more in depth material. I understand that the course cannot be substantially altered for any student and that the responsibility will be on the student to excel.

Parent/Guardian Signature: _____ **Date:** _____

Academic Partner Signature: _____ **Date:** _____

Academic Partner Course Taught: _____

Appendix B – AP Course Waiver

**Pine Lake Preparatory
Advanced Placement Waiver**

If a student wishes to enroll in more than the PLP recommended number of Advanced Placement courses, a waiver signed by the student, parent, Academic Partner teaching the requested course, and the Upper School Head is required.

Once you and your parents/guardian have read and agreed to the statements identified below, please return this form after you have completed your on-line registration. Note: Students enrolled in Advanced Placement classes are expected to complete all course materials and take the Advanced Placement test for college credit.

Student Name: _____

Requested Advanced Placement Course: _____

Parent/Guardian Name: _____

Knowing that PLP recommends limiting the number of Advanced Placement courses for students in grades Ten, Eleven and Twelve, I fully understand that by registering for more than the recommended amount of AP classes, I waive my right to drop the course during the ten day drop period and that I am obligated to remain in the course for the full academic year.

Student Signature: _____ **Date:** _____

As a parent/guardian of the above student, I support my child’s decision to enroll in more than the PLP recommended amount of Advanced Placement courses for students. I fully understand that by registering for more than the recommended amount of AP classes, my child waives the right to drop the course during the ten day drop period and that he/she is obligated to remain in the course for the full academic year.

Parent/Guardian Signature: _____ **Date:** _____

AP Academic Partner Signature: _____ **Date:** _____

AP Course Taught: _____

Head of Upper School Signature: _____ Date: _____

Appendix C – Service Learning Form

**Pine Lake Preparatory
Service Learning Hours**

Student Name _____
Grade _____ B Period Teacher _____
Date of service _____ Location of service _____
Time Spent volunteering (round to .5 for half hour or 1 to whole hour) _____
Activity _____
Signature of Supervising Adult _____
(Signature required!)

*Return to 3" binder in Mrs. Tabor's office - don't forget to log on log sheet.

**Pine Lake Preparatory
Service Learning Hours**

Student Name _____
Grade _____ B Period Teacher _____
Date of service _____ Location of service _____
Time Spent volunteering (round to .5 for half hour or 1 to whole hour) _____
Activity _____
Signature of Supervising Adult _____
(Signature required!)

*Return to 3" binder in Mrs. Tabor's office - don't forget to log on log sheet.

**Pine Lake Preparatory
Service Learning Hours**

Student Name _____
Grade _____ B Period Teacher _____

Date of service _____ Location of service _____
 Time Spent volunteering (round to .5 for half hour or 1 to whole hour) _____
 Activity _____
 Signature of Supervising Adult _____
 (Signature required!)

*Return to 3" binder in Mrs. Tabor's office - don't forget to log on log sheet.

Appendix D – Outside Physical Education Form

Date Submitted: _____ Date Approved: _____

**Application for Approval for Physical Education Credit
 Outside of Pine Lake Preparatory**

The minimum number of hours for the year is 40.

Pine Lake Preparatory requires all Upper School students to earn a Physical Education credit each year. This credit may be obtained through PE class, participation in one of the school's sports team, or an off campus physical activity such as, but not limited to, swim league, dance classes, gymnastics classes, recreation league sports. PLP will offer a "Walk to Run" club afterschool. Students may choose to walk/run the campus between 3:30 and 4:30. They will be required to sign in and out. Days will be announced once the Academic Partners are in place. Students who are acquiring their PE credit from a source other than Pine Lake Preparatory, need to submit this form to the school to obtain consideration for credit.

Any physical activity under a supervised adult (coach, instructor, teacher, etc but not a parent) for a season. A season is once a week for the school year, or twice a week for half the school year, or three times a week for 3 months. Off campus physical activity such as, but not limited to, swim league, dance classes, gymnastics classes, martial arts classes, horseback riding with a trainer, crew, recreation league sports, will be accepted as PE credit. Students who are acquiring their PE credit from a source other than Pine Lake Preparatory, need to submit a form **as well as a log of times and dates of participation** to the school to obtain consideration for credit. Forms can be obtained from Edline.

Name of Student: _____ Grade: _____

Teacher for B period: _____

Activity: (ex: Soccer) _____

Business Location: (ex: Lake Norman Soccer Club): _____

Hours of Participation: (ex: 1 hour, 3 x a week, for 4 month)

Total number of hours: _____

Coach Name and Phone Number: _____

Signature of Coach: _____

Please attach business card for coach/company and log of dates and times for practices/workouts/games. Return to school office before April 30, 2012. The minimum number of hours for the year is 40.

Appendix E – Course Planning Worksheet

**Upper School Planning Worksheet
Pine Lake Preparatory**

Subject Area	Ninth Grade	Credit	Tenth Grade	Credit	Eleventh Grade	Credit	Twelfth Grade	Credit
Art Focus								
English								
Healthful Living	Health/PE	1.0						
Mathematics								
Science								
Social Studies								
Spanish								
Technology							Ethics of Tech	0.5
Service Hours	40 Hours		40 Hours		40 Hours		40 Hours	
Credits Earned								

State Testing	Algebra I		English 10				PRIDE Project	
	Biology							
State MSLs								

National Testing			PLAN		ACT			
			PSAT		SAT			

AP Tests			AP World History		AP Biology		AP Calculus AB	
					AP Chemistry		AP Literature	
					AP Environmental		AP Government	
					AP Language		AP Music Theory	

					AP US History		AP Psychology	
					AP Physics B		AP Spanish	

Each of the listed tests has been placed in a year where it may be taken. The test schedule will change based on an individual students course needs or course interests.