# High School Course Descriptions

## English Courses

High school English courses are designed and implemented in accordance with the standard course of study as defined by the North Carolina Department of Public Instruction.

**English I**

This course stresses expressive communication that involves exploring and sharing personal experiences and insights. The study of literature at this level provides the foundation for literary analysis. Students develop an understanding of literary concepts, elements, genres and terms. ***This course counts as one of the four English credits required for graduation.*

**English I Honors**

*EOG in 7th/8th grade at Level IV or V. Final average of 85 or higher in 7th/8th grade ELA course, and EVAAS Projection of 80% or higher*

This course stresses expressive communication that involves exploring and sharing personal experiences and insights. The study of literature at this level provides the foundation for literary analysis. Students develop an understanding of literary concepts, elements, genres and terms. ***This course counts as one of the four English credits required for graduation and awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**English II**

This course stresses informational/explanatory communication, which involves giving information to explain ideas to others. Students study classical and contemporary world literature with emphasis on the writing process. Successful completion of this course requires a passing score in the class and a Level III or higher on the state mandated NC English II EOC. ***This course counts as one of the four English credits required for graduation.*

**English II Honors**

**PREREQUISITE(s):** *90 grade average or higher in English I or English I Honors with an average of 85*

This course stresses informational/explanatory communication, which involves giving information to explain ideas to others. Students study classical and contemporary world literature with emphasis on the writing process. Successful completion of this course requires a passing score in the class and a Level III or higher on the state mandated NC English II EOC. ***This course counts as one of the four English credits required for graduation and awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**English III**

This course stresses critical communication, which involves interpreting, proposing, evaluating, and judging subjects and literary works. Students study U.S. literature, including how it reflects the culture and history of our nation as well as themes, ideas and movements. ***This course counts as one of the four English credits required for graduation.*

**English III Honors**

**PREREQUISITE(s):** *10th grade EOC at Level III or higher and 90 grade average or higher in English II-Honors or 85 grade average or higher in English II.*
This course stresses critical communication, which involves interpreting, proposing, evaluating, and judging subjects and literary works. Students study U.S. literature, including how it reflects the culture and history of our nation as well as themes, ideas and movements. ***This course counts as one of the four English credits required for graduation and awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**English IV**
This course stresses argumentative communication that involves defining issues and proposing reasonable solutions. Students study British literature, including how the literature of Great Britain has influenced the literature of the United States. ***This course counts as one of the four English credits required for graduation.*

**English IV Honors**
**PREREQUISITE(s):** *Grade average of 90 or higher in English III-Honors or 85 or higher in English III.*
This course stresses argumentative communication that involves defining issues and proposing reasonable solutions. Students study British literature, including how the literature of Great Britain has influenced the literature of the United States. ***This course counts as one of the four English credits required for graduation and awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**Mythology**
This course of study will focus on world myths from ancient cultures with emphasis on Greece and Rome. Students will study archetypes and patterns, compare myths across cultures, and analyze interpretations.

**Creative Writing**
*Recommend B average in English*
Students who love to write will be excited about the format of this course which focuses on a variety of genres: poetry, short fiction, playwriting, and scriptwriting for radio and television.

**Yearbook I, II, III, IV (A & B) yearlong course (grades 9-12)**
**PREREQUISITE(s):** *Application and teacher approval*
Designing layouts, writing copy, taking pictures, meeting deadlines, but most of all, portraying your school life are all part of preparing a yearbook. Experience and/or talent in areas of creative writing, artistic expression, photography and a willingness to work are essential in making a good staff member.

**Success 101**
This course is designed to introduce students to a variety of skills and strategies necessary to be successful in life after high school. Students will explore post-high school opportunities such as college, military, employment, etc. Students will also work to build strong writing, thinking, and oral communication skills needed for life after high school.

## Math Courses

High school math courses are designed and implemented in accordance with the standard course of study as defined by the North Carolina Department of Public Instruction.

### Foundations of Math 1

**PREREQUISITE:** *Placement by counselor or admin*

Foundations of Math I provides students a more in-depth study of introductory mathematics skills and builds a solid foundation in algebraic reasoning. This course is designed to prepare students to advance successfully into the Math I course. *This course provides one unit of elective or math credit; however students must take NC Math III as required for graduation.*

### NC Math 1 (FOM)

**PREREQUISITE:** *Successful completion of Foundations of Math I*

The purpose of the Math I course is to formalize and extend mathematics that students learned in the middle grades. The course deepens and extends understanding of the linear relationships, by contrasting them with exponential and quadratic phenomena, and by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. Progressing from geometric experiences in the middle grades, students explore more complex geometric situations and deepen their understanding of geometric relationships, moving toward formal mathematical arguments. The standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ***This course counts as one of the four math credits required for graduation.*

### NC Math 1 Honors

**PREREQUISITE:** *Level IV/V on the 8th grade EOG, a final grade of 85 or higher in 8th grade mathematics, and EVAAS projection of 80% or higher.*

This is an accelerated course which covers the basic course of study for NC Math 1, in greater depth and with extended content. In addition to the conceptual requirements of the basic NC Math 1 course, students will engage in investigative problem solving to explore mathematical concepts. Successful completion of this course requires a passing score in the class and a Level III or higher on the state mandated NC Math 1 EOC. *This course counts as one of four math credits required for graduation; and awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA. **This course counts as one of the four math credits required for graduation.*

### Foundations of Math 2

**PREREQUISITE:** *Successful completion of FOM I and Math I*

Foundations of NC Math 2 provides a more in-depth study of algebra and geometry, building upon middle school topics. This course is designed for students to explore connections to geometry through algebraic situations, to reinforce the concepts and skills taught in the Math I course, and to extend students' understanding of algebraic reasoning to build a solid foundation in functional and geometric relationships. This course is designed to prepare students to advance successfully into the Math 2 course. Successful completion of this course requires a

passing score in the class and on a comprehensive final exam. *This course provides one unit of elective or math credit; however students must take NC Math III as required for graduation.*

**NC Math 2**

**PREREQUISITE:** *Successful completion of Math I*

In Math I, students studied, in depth, the defining characteristics and behaviors of linear, quadratic, and exponential functions in the context of modeling real-world and mathematical problems. The Math II course continues a progression of the standards to make connections across themes and deepen student understanding of number and quantity, algebraic reasoning, using functions to model situations, geometric relationships, and statistics and probability. Math II also includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences, and justifying conclusions. *This course counts as one of the four math credits required for graduation.*

**NC Math 2 Honors**

**PREREQUISITE:** *Successful completion of Math I- 85/Math I H - 90 and placement by counselor or admin.*

This is an accelerated course which covers the basic course of study for Math II, in greater depth and with extended content. In addition to the conceptual requirements of the basic Math II course, students will engage in investigative problem solving to explore mathematical concepts and deepen their understanding of how mathematics relates to the world around them. The Math II Honors course is a rigorous course designed to challenge student thinking and build critical thinking skills to encourage creative problem solving in novel situations. *This course counts as one of the four math credits required for graduation; and awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**NC Math 3**

The Math III course builds on a student's prior experience with linear, quadratic, and exponential functions from the Math I and Math II courses. The progression of the standards across the three high school math courses culminates in the Math III course, allowing students to experience the interconnected nature of mathematical concepts by relating new concepts to be learned back to the students' prior understandings from previous course work. Students in Math III will use their foundational understanding of number, algebra, functions, geometry, and statistics to deepen their understanding of advanced mathematical concepts. The Math III course includes: radical expressions and equations; polynomial expressions, equations, and functions (quadratic, exponential, logarithmic, rational, radical, inverse, trigonometric identities, and conic sections; geometric proofs (lines and angles, properties of triangles, triangle similarity, parallelograms); analyzing statistical reports and data sets modeled with normal distributions; and apply probability concepts to make fair decisions. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *This counts as one of the four math credits required for graduation.*

**NC Math 3 Honors**

**PREREQUISITE:** *Successful completion of Math II - 85/Math II Honors - 90 and placement by counselor or admin*. This is an accelerated course which covers the basic course of study for

Math III, in greater depth and with extended content. In addition to the conceptual requirements of the basic Math III course, students will engage in investigative problem solving to explore mathematical concepts and deepen their understanding of how mathematics relates to the world around them. The Math III course is a rigorous course designed to challenge student thinking and build critical thinking skills to encourage creative problem solving in novel situations. *This course counts as one of the four math credits required for graduation; and awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**NC Math 4**

**Prerequisite(s): Successful completion of Math I, Math II and Math III**

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

**Pre-Calculus Honors**

**Prerequisite(s): Successful completion of Math III Honors with grade of 85 or higher or admin/counselor placement**

Pre-Calculus provides students an honor-level study of trigonometry, advanced functions, analytic geometry and data analysis in preparation for calculus. Applications and modeling are included throughout the course of study. This course is a prerequisite for AP Calculus AB. Pre-calculus includes the following competency goals: describe geometric figures in the coordinate plane algebraically and use relations and functions to solve problems. *This course counts as one of four math credits required for graduation, awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

## Science Courses

High school science courses are designed and implemented in accordance with the standard course of study by the North Carolina Department of Public Instruction.

**Earth/Environmental Science**

The earth/environmental science curriculum focuses on the function of the earth's systems. Emphasis is placed on earth in the universe; global climate; structure and processes that occur in the lithosphere, hydrosphere, and atmosphere; human impact on the biosphere, and sustainability. ***This course counts as one of three science credits required for graduation.*

**Earth/Environmental Science Honors**

*Placement by admin/counselors – Level IV/V Science EOG and EVAAS predictor of 80% or higher.*
The earth/environmental science curriculum focuses on the function of the earth's systems.

Emphasis is placed on earth in the universe; global climate; structure and processes that occur in the lithosphere, hydrosphere, and atmosphere; human impact on the biosphere, and sustainability. This course covers the earth/environment curriculum in greater depth. ***This course counts as one of three science credits required for graduation, awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**Physical Science**

The physical science curriculum covers the following topics: motion (speed, velocity, acceleration, momentum); relationship between forces and motion; matter, chemical bonding and chemical interactions; radiation and radioactivity; waves; energy conservation and transfer, and electricity and magnetism. ***This course counts as the physical science credit requirement for graduation.*

**Biology**

The Biology curriculum covers life science topics. Emphasis is on cellular structure and function; cell processes, interdependence of organisms within their environments (cycles, adaptations, relationships, limiting factors); impact of human activities on the environment; structure and function of DNA; genetic traits and expression; application of DNA technology; theory of evolution by natural selection; classification systems; biological molecules; and biochemical processes. Completion of this course (or the honors level course) with a passing grade or higher final grade and the state mandated Biology EOC with a Level III or higher satisfies the Biology graduation requirement. ***This course counts as one of three science credits required for graduation.*

**Biology Honors**

*Placement by admin/counselors – Level IV/V Science EOG and EVAAS predictor of 80% or higher.*
The Biology curriculum covers life science topics. Emphasis is on cellular structure and function; cell processes, interdependence of organisms within their environments (cycles, adaptations, relationships, limiting factors); impact of human activities on the environment; structure and function of DNA; genetic traits and expression; application of DNA technology; theory of evolution by natural selection; classification systems; biological molecules; and biochemical processes. Completion of this course (or the honors level course) with a passing grade or higher final grade and the state mandated Biology EOC with a Level III or higher satisfies the Biology graduation requirement. This course covers the Biology topics in greater depth. ***This course counts as one of three science credits required for graduation, awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**Anatomy and Physiology Honors**

**Prerequisite(s): Biology**

This course serves as an elective course and is an advanced detailed study of the structure and function of the human body systems. Appropriate laboratory exercises accompany the curriculum to provide students relevant application opportunities.

**Chemistry Honors**

**Prerequisite(s): Biology/Biology H and Math I/Math I H – 85 or higher**

Chemistry focuses on topics associated with chemical reactions and energy. Emphasis is on atomic structure; bonding; physical and chemical properties and changes; the Periodic Table; the relationship between pressure, temperature, and volume and phase; analysis of chemical reactions; rate of reaction; chemical equilibrium; and solutions. This course satisfies the state graduation requirement for physical science. ***This course counts as the physical science credit requirement for graduation and awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

## Social Studies Courses

**World History**
This course is a survey of world history from ancient civilizations through the twentieth century. Students will learn about civilizations from Africa, Asia, Europe, North America and South America. Themes, connections and World History as a process are stressed. ***This course counts as one of the four social studies credits required for graduation.*

**World History Honors**
*Placement by counselor/admin*. This course is a survey of world history from ancient civilization through the twentieth century. Students will learn about civilizations from Africa, Asia, Europe, North America and South America. Themes, connections and world history as a process are stressed. The pace is accelerated to achieve course objectives in one academic semester and requires much independent study and primary source readings. ***This course counts as one of the four social studies credits required for graduation, awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**Founding Principles of the United States of America and North Carolina: Civic Literacy**
This course covers the creation of the United States Government and breaks down the processes used by local, state, and federal government systems. Community resources are used to help teach selected topics. ***This course counts as one of the four social studies credits required for graduation.*

**Founding Principles of the United States of America and North Carolina: Civic Literacy Honors**
**Prerequisite(s): World History – 85 or higher; World History H – 90 or higher.** This course covers the creation of the United States Government and breaks down the processes used by local, state, and federal government systems. This class will use case studies, problem solving, discussion of current events, primary sources and community resources to broaden the understanding of government and law. ***This course counts as one of the four social studies credits required for graduation, awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA.*

**American History**
American History covers The Seven Years' War through the Modern Era. This course acquaints students with the political, economic, and social forces that shaped events in our nation's

history and helps students to understand present-day American interests and concerns. **_This course counts as one of the four social studies credits required for graduation._*

**American History Honors**

American History Honors covers The Seven Years' War through the Modern Era. Students examine historical movements and events and develop a sense of history. Analysis and interpretation are integral parts of the expectations of the course. Students study primary source readings and are introduced to document-based questions with specific writing assignments. **_This course counts as one of the four social studies credits required for graduation, awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA._*

**Economics & Personal Finance**

This course is designed to provide students with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course is generally taken during the student's senior year of high school.**_This course counts as one of the four social studies credits required for graduation._*

**Economics & Personal Finance Honors**

The standards and objectives in the Economics and Personal Finance Honors course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Students will master concepts in economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course is generally taken during the student's senior year of high school.
**_This course counts as one of the four social studies credits required for graduation, awards one-half quality point for the final course grade received to be factored into students' overall weighted GPA._*

**History of the Holocaust**

History of the Holocaust introduces the student to Nazi Germany's genocide of European Jewry during World War II. This course will deal with the historical, social, and psychological forces that led to genocide perpetrated by Nazi Germany and its allies (1941-45). Students will learn about the origins and development of Judaism, the origins of anti-Semitism in Europe, World War I, National Socialist ideology, the rise of Adolf Hitler, World War II, Jewish resistance during the Holocaust, and the fall of Adolph Hitler's regime.

## Health/PE Courses

**Health/Physical Education**

This course provides students with the opportunity to learn a variety of sports and sport related movements as well as health and fitness concepts. Health topics relate to nutrition, fitness, health and wellness. Emphasis is placed on active participation and positive social interaction during fitness and sport activities. **_This course counts as the one Health/PE required course for graduation._*

**Team Sports**
This is an elective for those students interested in developing skills and aptitude for team sports. Game competition, officiating, skills and game strategy are developed. Examples of team sports are basketball, volleyball, softball, soccer and track & field.

**Body Wellness**
This is a total fitness course which implements lifetime activities through nutrition, weight training, aerobics, and jogging, all of which enable students to develop mentally and emotionally.

**Aerobics**
This class is designed for the student who is interested in achieving a better fitness level through the use of a variety of techniques such as pilates, yoga, zumba, and weight training. Student's overall well-being will be emphasized through further study in the areas of nutrition and human anatomy.

## Foreign Languages

**Spanish I**
Spanish I introduces students to the basic communication skills of speaking, listening, reading, and writing with emphasis on speaking and listening.

**Spanish II**
**Prerequisite(s):** *Spanish I*
The goal of Spanish II is to help further develop the ability to understand and use both the spoken and written forms of Spanish. The study of grammar, which began in Spanish I, emphasizes verbs, verb tenses, pronouns and vocabulary as a means of learning to communicate better. Students will also learn about various Spanish speaking countries and their traditions and customs. Spanish will be used in this class for conversations and discussions.

**Spanish III Honors**
**Prerequisite:** *Grade of 85 or higher in Spanish II*
Students continue developing skills learned during the first two years of the language with the addition of advanced grammar and vocabulary to improve their ability to communicate orally and in writing. Emphasis is placed on reading as a means of learning more about the history and culture of the countries where the language is spoken.

**Spanish IV Honors**
**Prerequisite**: *Grade of 85 or higher in Spanish IIIH*
Students continue developing skills in listening, speaking, reading and writing. Emphasis is placed on oral and written communication and advanced literature.

# Visual Arts Courses

## Visual Beginning

***An introductory course for any grade level…***

Students will develop an understanding of the elements and principles of design and how they are used in artwork. Various media and techniques will be explored while also developing each individual's strengths and creative problem-solving skills. While learning the techniques, students will also understand the historical and cultural styles of visual arts. Students will develop an appreciation for the arts while learning to critique their own work as well as their peers'.

## Visual Arts Intermediate

Students will use their knowledge of the elements and principles of design with a continuation of how these are used in visual arts. Students will demonstrate their ability to communicate, analyze and practice their knowledge of the art media and techniques as well as developing their strengths and creative problem solving. Focus will become more about the creativity and critical thinking of the artwork. While using art vocabulary and relating to art history, students will show their appreciation and develop professional critiques of artwork.

## Visual Art Advanced

***Recommended prerequisite: After completing Visual Arts I and II, students should maintain no lower than a B average in both.***

This advanced level course demands a higher level of study of art and focuses on originality, craft and aesthetics. The course requires students to create finished work, creating a portfolio or sketchbook/journal. Students specialize in two-dimensional activity and participate in painting, pottery, graphics design, and print-making. Self-reliance and independent work are emphasized. The course also focuses on art history. Students who complete the course receive weighted honors credit.

## Visual Art Proficient

***Recommended prerequisite: After completing Visual Arts I and II, students should maintain no lower than a B average in both.***

This course involves in-depth knowledge and development of art processes, media and history. Students should demonstrate greater mastery of skills and processes with emphasis on sketchbook/journal and portfolio development. Students are expected to initiate learning and demonstrate leadership and expertise in art. (Students who complete the course receive weighted (honors) credit. A portfolio is required.)

## Painting

***Recommended Prerequisite: Student should have completed and passed Visual Arts I.***

Students will explore and experience a variety of painting techniques, media, and historical approaches to art. Different styles will be explored throughout the course while applying the elements and principles to all paintings and emphasizing the importance of composition. Color Theory will be discussed, and students will develop an understanding of mixing colors using acrylic paint. Paintings will be done in watercolor and acrylic paint and subject matter will come from observation, photographs and imagination. Students will develop an appreciation of painting and will understand and practice the importance of maintaining the materials used in the painting class. Approximately, 12- 14 paintings will be done throughout the semester.

**Ceramics**

***Recommended Prerequisite: Student should have completed and passed Visual Arts I.***

Students will develop an understanding of vocabulary and clay techniques used in hand-built pottery and sculpture. Elements of design such as texture, shape and form will be discussed and will be applied in all clay pieces. Students will learn the process of hand building as well as the glazing, firing and use of a kiln. They will gain knowledge of historical movements and the use of pottery as an art form and will discover the functional and decorative uses of pottery. Students will show an appreciation of the ceramics art form and will be able to write and critique their work as well as their peers' work.

## Theater Arts Courses

**Theater Arts Beginning - Intermediate**

Theatre Arts is a wonderful journey into acting, character work, writing, research and design. Students will be writing weekly, memorizing scene work and taking tests. Each student will keep a portfolio or notebook with their scenes and work. Advanced level theater students will be directing scenes as well. Plays will be read scenes performed and sets designed. Students will also be working on competition for NCTC and college auditions.

**Theater Advanced**

This is a performance-based course, and students are continually involved in the production of teacher and student- directed performances. Students apply their knowledge of theater history, acting techniques, skills and processes, and technical theater. Students must be dedicated and serious-minded. Students who complete the course receive weighted honors credit. A portfolio is kept as part of the course requirement.

**Theater Arts Proficient**

This is a performance- based and service-oriented course. Students responsibly coordinate school and community theater activities in addition to competition performances. All aspects of previous theater arts experience are utilized to the fullest. Students are required to initiate learning and accomplishment and demonstrate leadership and expertise in theater arts. Students who complete the course receive weighted honors credit. A portfolio is kept as part of the course requirement.

## Band Courses

**Band Beginning - Intermediate**

This class is a performance-based ensemble. Students are required to participate in 6 public performances. A Winter Concert, a Spring Concert, and a graduation performance. The SCDBA MPA Festival, a pre festival concert and the Carowinds Festival of Music. Students will participate in 2 fundraisers and have the option to participate in the SCDBA All District tryouts and the Winthrop Invitational Band Clinic. Students are required to take their instruments home on a daily basis with a minimum of 30 minutes daily practice expected.

**Band Advanced**

This course extends the goals and objectives of Band I and II as a foundation for advanced proficiency in band performance, conducting, listening, appreciation, history, composing, the use of current technology and research culminating in written reports. Students will play instrumental literature at Levels IV-V, which requires well-developed technical skills, attention

to phrasing, interpretive skills, and the ability to perform in various meters and rhythms in different keys. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.) Attendance at all competitions and concerts is required.

**Band Proficient**

This course extends the goals and objectives of Band III as a foundation for advanced proficiency in band performance, conducting, listening, appreciation, history, composing, the use of current technology and research culminating in written reports. Students will play instrumental literature at Levels V-VI, which requires advanced technical and interpretive skills, the ability to perform in various and unusual meters and keys, complex rhythms and subtle dynamics. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.) Attendance at all competitions and concerts is required.

**Music Appreciation**

This class is designed to introduce students to the elements of music. Students in Music Appreciation will learn basic elements of reading and notating music as well as music theory, vocabulary and applications. These elements will then be used throughout the course as a foundation for discussion of music throughout history.

## Dance Courses

**Dance Beginning - Intermediate**

Dance at PCCS is an academic subject. Aside from learning actual dance movements and skills, students will also receive an education in choreography, dance criticism, dance history, and anatomy. Students will use dance to study a variety of topics from other subject areas including language arts, science, music, and social studies. Of course, students will dance... but they will also write about dance, think about dance, and create their own dance with artistic purpose and meaning. Field trips and in-class guest instructors and speakers round out a full dance education and experience for all students. Students who have previous or current experience in dance classes at a dance studio will find that dance at PCCS is a very different experience. When students take advantage of the distinct opportunities to focus on technique taught in the studio and the artistic skills taught at PCCS, they can become incredibly knowledgeable, well-rounded dance artists who are fully capable of great success in collegiate dance programs and professional dance companies. Dance classes at PCCS and in dance studios are not in competition with one another, but rather are complementary to each other.

**Dance Advanced**

This course concentrates on dance as a creative art form and on advanced technique building, Creation of dance choreography and the study of dance history. Students have the opportunity to devote time to the formal study of dance, build a strong technique base and develop strength, flexibility and endurance. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.)

**Dance Proficient**

This course concentrates on building technique, refining skills in choreography and performance, and studying the development of dance during the 20th century and in the

contemporary era. Students explore the purpose of dance, dance genres and style, artistic conflict and resolution, innovations, social issues, technological applications and significant contributors to dance. In addition to offering advanced training for those students who wish to focus on dance performance, this course provides a solid foundation for students to pursue the academic study of dance. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.)

## Chorus Courses

### Chorus Beginning - Intermediate

Students are able to read music and to sing at various levels of accomplishment. This is a performing arts class, and students are expected to participate in concerts and competitions.

### Chorus Advanced

This course extends the goals and objectives of Chorus I and II as a foundation for advanced proficiencies in conducting, listening, music appreciation/history, composing, use of current technology, and research culminating in written reports. Students must show proficiency of major and minor scales and are expected to excel at the highest level of musicianship. Students must attend and participate in performances and competitions. Students who complete the course receive weighted honors credit. A portfolio is kept as part of the course requirement.

### Chorus Proficient

This course extends the goals and objectives of Chorus I,II and III as a foundation for the advanced proficiencies in conducting, listening, music appreciation/history, composing, use of current technology, and research culminating in written reports. Students must show proficiency of major and minor scales and are expected to excel at the highest level of musicianship. Students must attend and participate in performances and competitions. Students who complete the course receive weighted honors credit. A portfolio is kept as part of the course requirement.

## Guitar Courses

### Guitar I Beginning

Students will learn the mechanics of playing the guitar including proper posture, parts of the guitar, hand positioning, playing techniques, memorizing the notes on the neck, and how to tune a guitar. Students will also learn basic major/minor chords and apply them to the songs learned in class.

### Guitar II Intermediate

**Prerequisite(s):** Successful completion of Guitar I
Students will be introduced to reading guitar tablature, memorizing the notes on the neck (completed in Guitar I), and learning more advanced chords, with a focus on fingerstyle.

### Guitar III Advanced & IV Proficient

**Prerequisite(s):** Successful completion of Guitar I and II/III. For Level IV - Recommendation from guitar instructor. This is a performance course with 1-2 possible recitals throughout the year. Students are expected to know the material studied in Guitar I and II. In this course, students will enhance their skills and will be introduced to classical guitar.

*****Students registering for Guitar should not advance in level if they haven't completed the previous level and they should not repeat a level unless they failed.**

## CAREER & TECHNICAL EDUCATION PROGRAM (CTE)

**Business Essentials Honors**
This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

**Business Management I Honors**
Prerequisite: *Business Essentials Honors – 70 or higher*
This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also, the experience includes students working through ethical dilemmas and problem-solving situations with customer service while academic and critical-thinking skills.

**Business Management II Honors**
Prerequisite: *Business Management I Honors – 70 or higher*
This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.

**Microsoft Excel**
This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced. *This course can count as one of the four math credits required for graduation.*

**Foundations of Health Sciences Honors**
This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

**Health Sciences I Honors**
Prerequisite: *Foundations of Health Sciences H – 70 or higher*
This course investigates the health care delivery system, its services, occupations and related sciences. Topics include the study of the language of medicine, microbiology, anatomy and physiology, diseases/disorders, diagnosis, treatments, patient/client care regimens, career development and future technological innovations. Work-based learning strategies include

service learning and field trips. Skills in science, mathematics, communications, social studies and health are reinforced.

**Health Sciences II Honors**

Prerequisite: *Health Sciences I H – 70 or higher*

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course.

**College Now - Gaston College**

The College Now program is a dual-enrollment opportunity for high school juniors and seniors to take tuition-free college classes from Gaston College. Seniors who have successfully completed (Grade of A, B or C) on all Gaston College courses prior to the current semester, may elect to leave early (4th period - 1:00 pm) or arrive late (1st period - 9:15 am) if their 1st or 4th period class is a College Now course. *Schedules will not be changed to accommodate this request.* Seniors who choose to do this, must meet with their PCCS College Now teacher every two weeks and allow them to view their grades. *If a senior fails to do this or fall below a 70 average, they will be required to return to in-person class*.

****See the College Now section - page 18 - for more information.**

**Drivers Education**

We partner with the NC Driving School located in Gastonia, NC, to provide Driver's Education classes for our students. We rely on them to provide us with the dates and times of the classes. You can review the online classes using NC Driving School website - https://ncdrivingschool.com/county/gaston/online/

Students must be at least 14.5 years old to sign up, which is on a first-come, first-served basis as soon as you turn 14.5 years of age. Additionally, students must have passed three out of four classes in the previous high school semester.

After completing 30 hours of classroom instruction, driving time is scheduled first by the class and then by age, with the oldest student in each class driving first. Following the class, students will spend six hours behind the wheel. NC Driving School will contact you to let you know when your child will be driving.

For more information, you can contact NC Driving School at 704-922-1960.

**Media/Photographic Release Authorization**

PCCS students may be photographed or taped by PCCS school personnel, media personnel or others authorized by the school for the purpose of education, public relations or any other purposes deemed necessary by PCCS. Students may have their name and/or image included on the PCCS website or school-sponsored social media. Parents may opt out of having their student participate in media releases and on the school website by contacting Communications Coordinator, Casey Reese at casey.reese@pccharter.org.