



Piedmont Community Charter School
High School Campus
Parent-Student Handbook

2021-2022

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Dear Parents and Students,

Welcome to the 2021-2022 school year at Piedmont Community Charter. The global pandemic dramatically changed our education system during the previous school year. We are excited to welcome all of our students back to our building for in-person learning. The administrative team, faculty, and staff are motivated about the new school year and we look forward to building on the established academic excellence and fine arts. Our staff is caring, competent, dedicated, and willing to assist you. We are excited about the opportunities that await you and our ultimate goal is to provide a climate conducive to learning for all students.

We believe that education is a shared responsibility and the successful operation of this school depends on all stakeholders: students, parents, staff, and community members. The focus of Piedmont Community Charter is to create a partnership with all stakeholders. Each one of us is responsible for contributing our part to enable the school to be a safe and productive environment where we can work and learn together.

Piedmont Community Charter has established procedures and guidelines to enhance teaching and learning in a safe and orderly environment. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, guidelines, activities, and schedule to become an active participant in your school.

The student handbook is an overview of our school's expectations, services, and guidelines. This handbook can serve as a reference for you throughout the school year. I look forward to collaborating with each family as we strive for excellence in your child's academic endeavor. On behalf of the faculty and staff at Piedmont Community Charter, best wishes for a successful 2021-2022 school year!

Sincerely,

Ernie Bridges
Director of Piedmont Charter High School

PCCS High School Campus Administration

Head of School	Jennifer Killen
Secondary Director	Ernie Bridges
High School Assistant Director	Pam Huffstetler
High School Assistant Director	Colton Ballard
Registrar/LEA Coordinator	April Wofford
Administrative Assistant	Stephanie Nicholson
Administrative Assistant	Lynda Champion
Counseling, Grades 9-12	Karen Bunch
Counseling, Grades 9-12	Wanda Rauch
Technology Facilitator	Casey Reese
High School Athletic Director	Terry Radford
Assistant Athletic Director	Dwayne Prioleau

Arrival and Dismissal

The High School Campus opens for students at 7:30 am. A warning bell will ring at 7:45 am and all students must be in class by 7:55 am. The school day ends at 2:35/2:40 pm.

Daily Schedule

1st period: 7:55 - 9:25
 2nd period: 9:30 - 11:00
 3rd period: 11:05 - 1:00 (lunches)
 4th period: 1:05 - 2:40 (Student Drivers & students who ride with student drivers released @ 2:35 pm)

Report Cards

Report Cards are issued each 9 weeks to all students grades 9-12.

Report Cards are issued on the following dates:

October 27

March 23

January 10

Report cards may be picked up beginning in June - Date TBD

Progress reports are issued at 4.5 weeks of the grading period. These reports will be issued on the following days:

September 22

November 17

February 9

April 13

Student Parking

Students with valid driver's licenses may park their personal vehicle at PCCS during the school day provided they have been issued a parking permit. The PCCS parking permit is *\$20.00* and must be purchased within the first 10 days of the school year for a student who will drive at that time.

Students who are newly licensed throughout the course of the year may purchase their parking permit at a later time. Students who park on campus without a valid permit could have their cars towed at their expense. All students are expected to return their parking pass to the school and receive a *\$5.00 cash rebate* as long as it is in excellent condition.

Lockers

Student safety is paramount at Piedmont Community Charter School. To this end, students will no longer carry backpacks into classrooms during the school day. All students at PCCS will be issued lockers and a school-issued lock. All backpacks must be stored in a locker before the school day begins and can be removed from the locker upon dismissal. All students will be required to pay a *\$5.00* locker fee for the use of the locker and the school-provided lock. Locks will be returned to PCCS at the end of the school year.

Lunch

All PCCS students must provide their own lunch each day. Parents are allowed to drop-off a lunch to a student if necessary, but **students are not permitted to sign out in order to leave campus and get lunch**. Deliveries from restaurants will not be accepted, including food delivery services such as **DoorDash, Post Mates, etc...**

Medication

Students who take medication during the school day must keep the medicine in the school nurse office. A medication form must be filed with Mrs. Reeves in the front office.

Cell Phone Guidelines and Consequences

Cell phones should be kept in the student's locked locker during the instructional day. However, should a student decide to take their cell phone into a classroom :

Teachers will provide a cell phone pocket holder and students will be required to place their cell phone into the numbered pocket. Cell phones will then be distributed back to the student at the end of the class period. Students will be assigned a number in each class to place their cell phone each day, in each class. Teachers are required to hang the cell phone pockets near their desks.

Anytime a student has their cell phone out during class, lunch, or in the hallways, it is to be taken up by a staff member and brought to the office. It is to be given to the receptionist with the student's name. The receptionist will be keeping track of the frequency on a spreadsheet.

- 1st time: phone is taken to the office - Warning & student may pick up at the end of the day.
- 2nd time: phone is taken to the office - Warning and parent is required to pick-up cell phone.
- 3rd time: phone is taken to the office - 30 minutes ASD and a parent is required to pick it up.
- 4th time: phone is taken to the office - 1 hour ASD and a parent is required to pick it up.
- 5th time: phone is taken to the office - 1 day ISS and a parent is required to pick it up.

Attendance Policy

Attendance in school is necessary for educational success and is legally required for all children between the ages of seven and sixteen, and for all children under the age of seven who are enrolled in a public school like PCCS. Failure to attend school as required may result in a referral to truancy court or state child protective services.

All students are required to arrive at school on time unless they have a legitimate excuse for being tardy. Students and parents should allow adequate time for travel to school. Remember that possible traffic problems, weather conditions, transition time, and other factors may affect travel times. Students who are not in their classrooms at the time the school bell rings are considered tardy.

Tardiness and Early Withdrawals

Students who are not in their classrooms by the time the school bell rings are considered tardy. An early withdrawal occurs when students are checked out of school before the end of the academic day. The administration recognizes that there are occasions when a student may arrive late to school or must leave early for legitimate reasons. Students who arrive late are required to sign in at the front office and receive a tardy slip before proceeding to class. For an excused tardy the student's parent should go to the office to provide a note indicating the reason for the late arrival. Notes must be presented ***on the day of the tardy*** to be considered excused. If it is due to an appointment from a healthcare provider, it must be a note from the provider and it must have been for the student, not a sibling or parent, etc. Parents should come to the office to check out students early or students should have a note from their parent/guardian indicating the reason for the early withdrawal.

Tardiness and Early Withdrawals can be excused for the following reasons:

- a. Illness or injury *of the student*
- b. Medical, Dental, or other appointment with a health care provider *for the student*
- c. Necessary religious observances
- d. Involvement in traffic or other accident
- e. Death of an immediate family member

Tardiness both deprives the student of valuable instruction and causes a disruption to the learning environment. In order to curb unnecessary late arrivals to school and late arrivals to individual classes, the following disciplinary actions will take place: After the 5th violation, the student will begin again with the 3rd consequence of 30 minutes ASD (After School Detention) and so on; there are only 2 warnings per semester. Tardies reset after the semester break.

1st Tardy - Warning

4th Tardy - 1 hour after school detention

2nd Tardy - Warning

5th Tardy - 1 day ISS

3rd Tardy - 30 minutes after school detention

Academic Absence Policy for Grades 9-12

Attendance

Only ten (10) absences, including excused and unexcused absences, are permitted in each semester class. Students who exceed ten (10) absences may lose credit for the affected course unless time is made-up and/or an appeal is filed with the Attendance Committee. Keeping up with attendance and making up time is the student's responsibility.

Absences

An absence may be excused for the following reasons if the parent or legal guardian sends in a note within three days of the absence.

- a. Illness or injury of the student
- b. Isolation ordered by state or local health officials

- c. Death of an immediate family member
- d. Medical, dental, or other appointment with a health care provider *for the student*
- e. The student is a party to or under subpoena as a witness before a court or administrative tribunal
- f. Religious observance, as required by the religion of the student or the student's parents.
- g. Participation in a valid and important educational opportunity with prior approval of the Academic Director

Excuse Notes

Parents will **have three (3) days to send in a note to have an absence excused.** A phone call or email may be substituted for a handwritten note. Parents may write an excuse note for illness up to 10 times during a single school year. After 10, a doctor's note is required or absences will remain unexcused. Excuse notes may be emailed to april.wofford@pccharter.org.

Make-Up Work

Students will be given an opportunity to make up work or tests missed for those periods where an absence occurred. **Upon the student's return to school, arrangements for make-up work shall be made within three (3) school days.** Arrangements for make-up work are the responsibility of the student.

Reporting Absences

Daily Absences – both excused and unexcused – will be reported to the parent by the way of a computer generated telephone message. Class/Course Absences will be recorded by each teacher in PowerSchool and may be viewed through the Powerschool Parent Portal. The Director or their designee shall inform the parent/guardian by mail when cumulative absences reach 3, 6, and 10.

The Attendance Appeals Process

Any student whose absences number more than 10 in any high school course in a semester, must file an appeal to the attendance committee. The appeals form outlines information required and must be submitted to the committee with appropriate documentation. The committee will determine what actions need to be taken by the student in order for credit to be granted. The filing of an appeal does not guarantee a student with extensive absences will receive credit. A student must have a passing grade in the course to be eligible for appeal. Students with more than 10 absences (high school) must complete attendance recovery each semester to be considered eligible for attendance appeal.

High School Dress Code

Students are expected to be in dress code upon arrival at school and stay in dress code throughout the day. Administrators & Teachers reserve the right to determine the appropriateness of dress in cases not covered by the dress code. All clothing should be clean, neat and free of holes or stains with no cut or torn necklines, hemlines, sleeves, sides, etc. Students deemed out of dress code will be asked to contact a parent/guardian for appropriate attire and wait in ISS until they are dressed accordingly.

I. Tops

- Solid Color Polo Shirts
- Solid Color Dress Shirts with a collar (can be a button down)
- Solid Color Sweaters
- Solid Color Pullover Sweatshirts
- Solid Color Dresses/Skirts (must be knee length)
- PCCS approved “spirit wear” may be worn in lieu of a polo shirt/dress shirt. This includes the PCCS pullover sweatshirts and t-shirts.
- White undershirts can be worn under a polo or dress shirt.
- No logo bigger than a quarter, no piping, no printing, no stripes
- Shirts do not have to be tucked in, but must cover the student’s mid-section at all times.
- Untucked shirts may not be longer than the front pocket line (hip length).
- Knit shirts/t-shirts without a collar can NOT be worn unless they are approved spirit wear.
- Items that are not from school-approved vendors or homemade items are not considered dress code.

II. Coats/Jackets/Cardigan Sweaters

- A jacket has a zipper and may have a hood.
- Students may wear a coat or jacket of their choosing to and from school.
- In the building, solid color jackets, pullover sweatshirts and cardigan sweaters can be worn.
- No logo bigger than a quarter, no piping, no printing, no stripes

III. Bottoms

- Approved colors are: Solid Khaki, Navy Blue, or Black
- Pants should be worn at waist level at all times and should not drag on the floor. Belts must be worn with all pants that have belt loops, no designer belt buckles allowed.
- Shorts can be worn in approved colors (Solid Khaki, Navy Blue, or Black) only if they fall all the way to the knee – this will mean bermudas, capris or cargo shorts only.
- Girls may wear skirts or dresses only if they fall to mid-knee (or below) and only in solid colors.
- Pants, Skirts, Shorts or Dresses may not be tight, form fitted or contain stretch material like spandex.
- No denim, No jeans, No jeggings, No leggings, No “skinny” pants, No sweatpants, No yoga pants, No gym shorts.

IV. Shoes/Socks/Tights

- Shoes must be enclosed toes - no sandals, no flip flops
- Socks and footed tights must be solid colors - no patterns or stripes

V. Hair

- All students are to have well groomed, clean hair in traditional styles.
- No unnatural hair colors or accessories will be allowed.
- Hair should be out of students' eyes at all times.
- Boys should wear their hair off the collar and above their earlobes.
- Facial hair must be neatly groomed.

VI. Jewelry

- One necklace, one bracelet, one watch and two rings will be allowed for both male and female students.
- Males may have one pair of earrings, females two.
- No other visible body or facial piercings or visible tattoos will be allowed.

VII. Other

- No hats, head coverings or hoods, including bandanas, will be allowed during school hours unless required for a specific approved reason. Floral or solid headbands are allowed. Bandana print headbands are not allowed.

*****Administrators and teachers reserve the right to determine the appropriateness of student attire in cases not covered by the dress code.***

Discipline Policy

The following chart outlines violation of conduct and the potential consequences for such actions. This is not meant to be an exhaustive list of infractions. To view the complete policy, please reference **300 Series Policy: Students, Parents and the Community** and **500 Series Policy: Technology** on the PCCS website at <https://pccharter.teamcfa.school/about/board-of-directors/>.

VIOLATIONS	POTENTIAL CONSEQUENCES
<p>I. Acts of Violence</p> <p>Fighting:</p> <ul style="list-style-type: none"> • Mutual fighting between two students. • Attacking another person. • Seriously injuring another person except for necessary self-defense. <p>Threatening to cause physical harm:</p> <ul style="list-style-type: none"> • Directed at other non-personnel on school grounds or at school functions. • Directed at school personnel on school grounds or at school functions 	<p>Consequences for infractions of this nature may include, but are not limited to, parent notification, suspension ranging in duration from 1 to 10 days, report to law enforcement, and recommendation for long-term suspension.</p>
<p>II. Weapons and Dangerous Objects</p> <p>Possessing a weapon (e.g., knife, gun, sharp object, pin, club, look-alike weapon, or any object which could inflict serious injury). An instrument resembling a weapon, if used in a threatening way, is considered a weapon.</p> <p>Using a weapon in a fight.</p> <p>Possessing, using, and/or selling explosives or fireworks.</p> <p>Possessing, selling, and/or otherwise furnishing a firearm.</p> <p>Brandishing a knife</p>	<p>Consequences for infractions of this nature include, but are not limited to, parent notification, suspension ranging in duration from 3 to 10 days, report to law enforcement, and recommendation for long-term suspension.</p>
<p>III. Drugs, Alcohol, Tobacco, E-Cigarettes and "Look-A-Likes"</p> <p>Possessing, using, selling, or being under the influence of an alcoholic beverage on school grounds or at school functions.</p> <p>Possessing, using, or selling any form of e-cigarette paraphernalia items on school grounds and/or at school functions.</p> <p>Possessing, using, selling, or being under the influence of a drug on school grounds and/or at school functions.</p> <p>Possessing, using, or selling tobacco in any form on school grounds, and/or at school functions.</p> <p>Offering, arranging, negotiating to sell, delivering or furnishing alcohol or drugs, and/or substituting a lookalike substance intended to represent illegal alcohol or drugs.</p> <p>Unlawfully selling a drug.</p>	<p>Consequences for infractions of this nature include, but are not limited to, parent notification, a suspension ranging in duration from 3 to 10 days, report to law enforcement, referral to the county health department or other applicable agency, and recommendation for long-term suspension.</p>
<p>IV. Drug Paraphernalia</p> <p>Possessing drug paraphernalia.</p> <p>Offering, arranging, or negotiating to sell any drug paraphernalia.</p>	<p>Consequences for infractions of this nature include, but are not limited to, parent notification, suspension ranging in duration from 3 to 10 days, report to law enforcement, referral to a relevant county agency, and recommendation for long-term suspension.</p>
<p>V. Robbery, Extortion, Theft</p> <p>Robbing or extorting on school grounds or during school functions.</p> <p>Attempting or stealing school or private property.</p>	<p>Consequences for infractions of this nature include, but are not limited to, parent notification, a suspension ranging in duration from 3 to 10 days, restitution, report to law enforcement, and recommendation for long-term suspension.</p>

<p>VI. Damage to Property</p> <p>Causing or attempting to cause damage to school property or to another's private property while on school grounds or at school.</p> <p>Arson</p>	<p>Consequences for infractions of this nature include, but are not limited to, parent notification, a suspension ranging in duration from 3 to 10 days, restitution, report to law enforcement, and recommendation for long-term suspension.</p>
<p>VII. Profane, Obscene, Vulgar, Derogatory, Demeaning, Abusive, Disrespectful or Harassing Statements, Acts, Behavior, Unacceptable Use of Technology</p> <p>Directed at school personnel and/or non-personnel on school grounds or at school functions.</p> <p>Students are prohibited, without proper authorization, from disclosing personal identifying information about themselves or others through the use of the School's or personal technology resources including videoing, photographing, etc.</p> <p>Students are prohibited from bypassing school technology security measures, etc.</p>	<p>Consequences for infractions of this nature include, but are not limited to, parent notification, confiscation, a suspension ranging in duration from 1 to 10 days, report to law enforcement, referral to guidance or another character education resource, and recommendation for long-term suspension.</p>
<p>VIII. Cheating, Plagiarizing, and Academic Dishonesty</p> <p>Knowingly receiving or giving help to another student or using aids without authorization for a class assignment or test.</p>	<p>Consequences for infractions of this nature include by are not limited to:</p> <ul style="list-style-type: none"> • Notify parent/guardian • Require an alternate assignment earning no higher than 60. • Refer to an administrators/ Subject to disciplinary action (ISS/OSS)
<p>IX. Willful Disobedience</p> <p>Refusing or failing to follow staff directives.</p> <p>Failing to comply with the dress code.</p> <p>Failing to follow code of conduct when being transported on a school activity bus.</p> <p>Being on campus while on Out-of-School Suspension.</p> <p>Gambling</p> <p>Skipping class or leaving school property without permission.</p> <p>Lying; forging or falsifying documents or information.</p> <p>Littering</p> <p>Possessing any electronic device without permission from school personnel or otherwise authorized and deemed to be a distraction: including cell phones, smart watches, headphones, earpods, etc.</p> <p>Horseplay</p> <p>Students must keep <i>hands, feet, and other objects</i> to themselves.</p> <p>Unacceptable behavior:</p> <p>Offensive or other physical displays of affection involving kissing or other romantically- or sexually related touching.</p> <p>Failing to demonstrate good citizenship, using culturally insensitive or improper language.</p> <p>Failing to follow classroom rules.</p> <p>Disrupting the classroom environment.</p>	<p>Consequences for infractions of this nature include, but are not limited to, parent notification, after-school detention, and confiscation, a suspension ranging in duration from 1 to 10 days, and recommendation for long-term suspension.</p>

Academics

North Carolina Check-Ins

Students enrolled in NC Math I and/or Foundations of Math I will be administered the NC Check-Ins throughout the course.

North Carolina End of Course (EOC) Testing

All high school students enrolled in Math I, English II, Math III, and/or Biology will take the North Carolina End of Course (EOC) test to earn course credit. This assessment is required by the North Carolina Department of Public Instruction.

The ACT

The ACT is a college entrance exam that students take free of charge and can use at most major colleges/universities for admissions purposes. North Carolina schools administer the ACT to all 11th graders during the February/March statewide administration.

The PreACT

PreACT® offers sophomores an early experience with ACT test items, provides a predicted ACT test score, and offers a wealth of information to help students get the start they need to be college ready. North Carolina schools administer the PreACT to all 10th graders in the fall (October/November) each school year.

Graduation Requirements

Graduation Requirements for ALL High School Students

To be a Sophomore: 6 units

To be a Junior: 13 units

To be a Senior: 20 units

To Graduate: 28 units and successful completion of competency standards.

- Students graduate under the state and local requirements which were in place when they entered the ninth grade.

School counselors are available to answer any questions in the process of reaching the goal of high school graduation.

State Requirements for students who entered high school before 2021-2022.

Students entering High School before 2021-2022	
Content Area	Course of Study Requirements
English	4 Credits- I, II, III, IV or a designated combination of 4 courses
Mathematics	4 Credits- Math I, II, III & 4th math course to be aligned with the student's post high school plans
Science	3 Credits- A physical science course, Biology, Earth/Environmental Science
Social Studies	4 Credits- American History: The Founding Principles, Civics & Economics, World History American History 1: American History II OR AP US History
World Languages	Not required for HS graduation. A two-credit minimum is required for admission to a university in the UNC system.
Health & Physical Education	1 Credit- Health/Physical Education
Content Area	Course of Study Requirements
Electives or other requirements	<p>6 Credits Required</p> <p>2 elective credits of any combination from either: Arts Education World Languages Career and Technical Education (CTE)</p> <p>4 elective credits strongly recommended from one of the following Arts education (e.g. dance, music, theatre arts, visual arts, guitar); Career and Technical Education (Business, Health Sciences, or CCP CTE); Any other subject area (e.g. social studies, science, mathematics, english)</p>
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Required electives to meet local standards
Total	22 credits plus local requirements = 28 credits

State Requirements for students entering High School in 2021-2022 or after.

Students entering High School in 2021-2022 or after	
Content Area	Course of Study Requirements
English	4 Credits- I, II, III, IV or a designated combination of 4 courses
Mathematics	4 Credits- Math I, II, III & 4th math course to be aligned with the student's post high school plans
Science	3 Credits- A physical science course, Biology, Earth/Environmental Science
Social Studies	4 Credits- Founding Principles of the United States of America and North Carolina: Civic Literacy; Economics and Personal Finance; American History; and World History
World Languages	Not required for HS graduation. A two-credit minimum is required for admission to a university in the UNC system.
Health & Physical Education	1 Credit- Health/Physical Education
Content Area	Course of Study Requirements
Electives or other requirements	<p>6 Credits Required</p> <p>2 elective credits of any combination from either: Arts Education World Languages Career and Technical Education (CTE)</p> <p>4 elective credits strongly recommended from one of the following Arts education (e.g. dance, music, theatre arts, visual arts, guitar); Career and Technical Education (Business, Health Sciences, or CCP CTE); Any other subject area (e.g. social studies, science, mathematics, english)</p>
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Required electives to meet local standards
Total	22 credits plus local requirements = 28 credits

Weighted Point Scale:

<u>Regular Placement Courses</u>	<u>Honors Courses</u>	<u>Advanced Placement Courses</u>
A = 4.0	A = 4.5	A = 5.0
B = 3.0	B = 3.5	B = 4.0
C = 2.0	C = 2.5	C = 3.0
D = 1.0	D = 1.5	D = 2.0
F = 0	F = 0	F = 0

Honor Graduates:

Summa cum laude: GPA= 4.3 +

Magna cum laude: GPA= 4.299 - 4.0

Cum laude: GPA= 3.99 - 3.7

National Honor Society Criteria: Membership in the National Honor Society is a significant academic honor as well as a personal achievement. Candidates must have an unweighted GPA (4.0 scale) of 3.70. Admission is not automatic. Selection for National Honor Society membership is by a Faculty Council and is based on outstanding scholarship, character, leadership and service. The Faculty Council will review the candidate application, two teacher recommendation forms, student essay, and in some cases student interview may be required. There is no limit to the number of students who can become National Honor Society Members at PCCS.

Extracurricular Activities

Letter Jackets

PCCS students can purchase letter jackets. Letters may be earned for both fine arts and athletics.

LETTER JACKET REQUIREMENTS FINE ARTS

Lettering is reserved for juniors and seniors who are in good academic standing and have displayed good conduct.

Visual Arts

Students must have taken three sections of any type of Visual Arts and received A's in three sections of Visual Arts. Students must complete an application and be approved by Piedmont art teachers. As part of the application process, students must also prepare a portfolio with 6 of their current artworks. Students must have a total of six hours of

volunteer time in preparing or attending the annual arts festival or any other approved after school art related activities.

Drama

Students must have had an A in theatre class. A show must have participated with NCTC in some capacity and been in or technically supported at least three shows.

Dance

In order to earn a letter in Dance, students will need to complete Beginning and Intermediate Dance with at least a 90% final semester grade and perform in a total of 6 PCCS performances.

Chorus

High School Choir students must have participated for at least two years as a high school choir student. Students must have either an A or B average consecutively.

Band

Students must meet all musical requirements to perform at a high level. They must have a good attendance record in band class and attend all concerts: winter, spring and graduation.

Guitar

Students must be able to demonstrate all chords within a given key, name all the notes on the neck, be able to tune a guitar without a tuner and have knowledge of the order of sharps and flats. Students must have knowledge of chord formulas. They must demonstrate all major 1-4-5 chord progressions and know the relative minor chords within the given key, demonstrate strumming and fingerstyle techniques as well as barre chord forms taught in class.

HIGH SCHOOL SPORTS

LETTER JACKET REQUIREMENTS ATHLETICS

Lettering is reserved for juniors and seniors who are in good academic standing and have displayed good sportsmanship.

Cross Country

Any student who completed half the meets.

Boys Soccer

Students must conform to all game rules and safety regulations as they are established by the Division, School and Coach. Students must participate in fundraisers and/or community service projects. Students must attend all games and practices, except those excused by the coach and must return all equipment.

Girls Soccer

Must have been on the team a minimum of two years. Has been a good teammate and done community service.

Softball

No ejections, must complete the whole season except for injury. Participation in 66% of total sets/innings per year on the varsity level excluding scrimmages. Special exemptions can be made by the coach and approved by administration.

Volleyball

No ejections, must complete the whole season except for injury, have participated in 66% of total sets per year on the varsity level, excluding scrimmages. Special exemptions can be made by the coach and approved by administration.

Boys Basketball

Students must have played varsity the entire season, participated in 85% of practices, played in 90% of games and reached the minimum number of points, rebounds or assists set forth by the coach. Any student who falls short of the statistical requirements but has been a member of the team for a minimum of 3 years and has been a good teammate and leader may qualify at the discretion of the coach.

Girls Basketball

Must have been on the team a minimum of two years, been a good teammate, and completed community service.

Baseball

Students must never be ejected from a game for any reason, participate in fundraising and/or community service, attend all games and practices (except those excused by the coach) and must return all equipment. Exceptions must be excused by the coach prior to date.

High School Athletics

Interscholastic athletics is an integral part of the total education process and thus plays a major role in the philosophy of Piedmont Community Charter Schools. Athletics provide an opportunity for students to excel outside the classroom.

Piedmont Community Charter Schools adheres to the rules and regulations of the North Carolina High School Athletic Association (NCHSAA) supplemented by state and local school policies which create an environment that promotes sportsmanship and strong educational priorities.

Scholastic Requirements (Eligibility)

A student must be enrolled in a minimum of three courses during the current semester and be in good academic standing to participate in athletics. The student must pass a minimum academic load (3 out of 4) during the preceding semester to be eligible at any time during the current semester. Students also must meet local promotion standards set by the local school system to be eligible. A student entering the ninth grade is eligible for first semester competition on high school athletic teams.

Attendance Rule

An athlete must have attended school at least 85 percent (13.5 days) of the previous semester to be eligible to participate in athletics. Out of school suspensions are counted as absences for the purpose of athletic eligibility.

Medical Examination/Physical

To be eligible for practice and participation in interscholastic athletic contests, a player must receive a medical examination once every 365 days by a duly licensed physician, nurse practitioner or physician's assistant. [Physical Examination Form](#) must be completed by the physician and returned to the coach. Players may not participate (even in practice) until the form has been submitted.

Insurance

Supplemental insurance coverage is provided for all athletes in a sports policy under the "All Sports" Insurance plan purchased by Piedmont Community Charter Schools. This sports policy is supplemental insurance and is not meant to pay 100% of the bill, but is designed to assist the parent with expenses incurred after the primary insurance has paid.

Age of Player

No student may be approved for any athletic contest if his/her 19th birthday comes on or before August 31 of that year.

NCAA Division I Clearinghouse Information

All high school students desiring to be eligible for Division I athletics as a college freshman must register with the NCAA Initial-Eligibility Clearinghouse. Information regarding academic requirements can be obtained from the guidance office.

The Clearinghouse Calculator is an easy way for students, parents, coaches, and counselors to track NCAA core courses. This can be catered to the individual college of your choice. This will allow students to know the academic standards of their desired school. It also provides email information to athletes and their parents regarding recruitment calendars, financial aid, and other information. To set up an account go to www.clearinghousecalculator.org and use the following codes in the New Member Account Creation box.

School ID: 341444

North Carolina High School Athletic Association Attendance Requirements

(Quoted from page 115 of the North Carolina High School Athletic Association Handbook, 2010-2011 Edition)

- (a) “A player must have been in attendance for at least 85 percent of the previous semester at an approved high school. Any student must be in membership to be able to make up days missed while in membership (days missed while not in membership may not be made up for athletic eligibility). For a regular 90 day semester, a student may not miss more than 13.5 days and be in compliance with the 85 percent rule.
- (b) A student must, at the time of any game in which he or she participates, be a regularly enrolled member of the school’s student body, according to local policy. If there is no local policy, ‘regularly enrolled’ is defined as enrolled for at least one half of the ‘minimum load.’ It is recommended that the student be in school the day of the contest.
- (c) The student must be enrolled within the first 15 days and in regular attendance for the present semester to be eligible for athletics. A student whose family has moved into a district shall immediately assume the same status in the new district as that from which he moved. Summer school attendance shall not be counted in determining percentage of attendance for athletic eligibility, but approved homebound programs do fulfill the Attendance requirement.
- (d) At the end of the semester, any participant who has failed to attend school 85 percent of that semester is immediately ineligible.”

Sportsmanship

Sportsmanship is extremely important, not only as an athlete and a coach, but as a spectator, too. It is the expectation of PCCS that all student athletes and spectators will exhibit good sportsmanship during and after any sporting events. Students and student athletes are subject to disciplinary action as a result of inappropriate behavior while attending or participating in athletic events.

Sports Offered

Soccer (men's and women's)

Basketball (men's and women's)

Women's volleyball

Baseball

Softball

Cheerleading

Cross Country (men's and women's)

Golf (men's and women's)

Admission to high school athletic events is \$6.00 for K-Adult.

Conference and play-off admission is \$6.00 for K-Adult.

Contact Terry Radford, High School Athletic Director for additional information.**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.

English I Honors

Recommend EOG in 7th/8th grade at Level IV or V. Final average of 80 or higher in 7th/8th grade ELA course, student interest and self-motivation.

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.

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.

English II Honors

Recommend 80 grade average or higher in English I-Honors or an average of 90 or higher in English I

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.

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.

English III Honors

Recommend 10th grade EOC at Level IV and 80 grade average or higher in English II-Honors or 90 grade average or higher in English II, student interest and self-motivation.

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.

AP English III-Language and Composition

Recommend 10th grade EOC at Level IV and student interest and motivation; grade average of 80 or higher in English- II Honors

This is a college level course designed by the College Board which focuses primarily on writing critical and analytical essays in various modes. Challenging literary works, specifically prose, are studies for language, syntax, style, point of view, rhetoric and other effective elements of writing. Works may be considered in relationship to contemporary experience as well as the time in which they were written. Extensive reading, combined with group and independent research, necessitates serious commitment from each student that may include required readings and assignments be completed prior to beginning the course. Specifics are available on the College Board website - www.apcentral.collegeboard.com.

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.

English IV Honors

Recommend grade average of 80 or higher in English III-Honors or 90 or higher in English III, student interest and self motivation.

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.

AP English IV- Literature and Composition

Recommend grade average of 80 or higher in AP English III-Language and Composition or 90 or higher in English III-Honors, student interest and self-motivation.

This is a college level course designed by the College Board with an extensive required reading list which focuses primarily on critical reading and analysis of literature as well as frequent written compositions relating to literary topics. Reading selections cover a vast area of genres and periods. Due to the challenge and rigor of this course, students may be asked to complete various readings

and assignments prior to the beginning of the course. Challenging works of recognized literary merit, rich in language and thought, are carefully scrutinized for structure, meaning and value. Other elements to be considered are language, character action and themes. Specifics are available on the College Board website - www.apcentral.collegeboard.com.

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.

Teacher Cadet I & II Honors

Prerequisite: GPA of 3.0 or higher, enrollment in a college prep curriculum, application required
These courses are designed to introduce high school students to the issues presented to modern educators and to

study the skills essential for success. Developed by the North Carolina Association of Educators through its Future

Teachers of America Committee, these courses also allow students to learn more about the college experience.

Yearbook I, II, III, IV (A & B) yearlong course (grades 9-12)

PREREQUISITE: *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.

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 teacher or counselor*

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 credit, but does not count as one of the four math credits required for graduation.*

NC Math 1**PREREQUISITE:** *Successful completion of 8th grade mathematics*

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.

NC Math 1 Honors**PREREQUISITE:** *High Level III (or higher) on the 8th grade EOG and a final grade of 80 or higher in 8th grade mathematics*

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 additional weight for the final course grade received to be factored into students' overall weighted GPA.*

Foundations of Math 2**PREREQUISITE:** *Successful completion of Math I and placement by teacher or counselor*

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 credit, but does not count as one of the four math credits 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 and placement by teacher or counselor*

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; complex numbers; 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

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 or teacher/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, and awards an extra 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 or the honors level course are required by the state for graduation.

Earth/Environmental Science Honors

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 or the honors level course are required by the state for graduation. This course covers the earth/environment curriculum in greater depth.

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 meets the state graduation requirement in physical science.

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.

Biology Honors

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.

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 and Math I**

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 (or the honors level version) satisfies the state graduation requirement for physical science. The course provides an in-depth study of the topics outlined.

Social Studies Courses

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

World History

This course is a survey of world history from ancient civilization through the twentieth century. Global studies are incorporated throughout the year through a continuous update of current events. World History is a required course for graduation and should be taken in the ninth grade.

World History Honors

This course is a survey of world history from ancient civilization through the twentieth century. Global studies are incorporated throughout the year through a continuous update of current events, which the accelerated student will find both challenging and enlightening. 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 satisfies the World history graduation requirement and should be taken in the ninth grade.

Founding Principles of the United States of America and North Carolina: Civic Literacy

This course emphasizes local, state and national government, citizenship, basic economics, and personal financial literacy. Community resources are used to help teach selected topics. Civics/Economics provides a foundation for American History I and II. This is a state required course for graduation.

Founding Principles of the United States of America and North Carolina: Civic Literacy Honors

Students study local, state, and national government and politics, law and justice, economics, and personal financial literacy. Case studies, problem solving, current issues, technology, primary sources and community resources are used to broaden the understanding of government, law, and economics. Civics/Economics provides a foundation for American History I and II. This is a state required course for graduation.

American History

Prerequisite(s): Civic Literacy

American History I: The Founding Principles begins with the explosion of the New World through Reconstruction. 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 is a state required course for graduation.

American History Honors

Prerequisite(s): Civic Literacy Honors

This course begins with the European exploration of the New World through Reconstruction. 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 is a state required course for graduation.

History of the Holocaust

Prerequisite(s): *World History and Civics/Economics*

History of the Holocaust introduces the student to Nazi Germany's systemic mass murder 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, the mass murder of European Jewry, Jewish resistance during the Holocaust, and the fall of Adolph Hitler's regime.

Health/PE Courses

Health/Physical Education

This course is required by the state of North Carolina for high school graduation and must include instruction in both health and physical education.

Team Sports

Prerequisite: *Health/PE*

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

Prerequisite: *Health/PE*

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 introduce students to the basic communication skills of speaking, listening, reading, and writing with emphasis on speaking and listening. Students study extensive grammar, vocabulary and culture.

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 use Spanish in class for conversations and discussions. They also learn about customs and daily life.

Spanish III Honors**Prerequisite:** *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:** *Recommended grade of 80 or higher in Spanish III*

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 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.

Graphic Design

This is a survey course, exploring the definition of graphic design and the many applications and careers which fall into this category. Students will explore typography and lettering; learn to design logos, business stationery, and advertisements; and create page layouts for publication.

Theatre Arts Courses**Theatre 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 theatre 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.

Theatre 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.)

Theatre 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.

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 Beginning

Prerequisite(s): None

Students will learn the mechanics of playing the guitar including proper posture, parts of the guitar, hand positioning, playing techniques, memorize 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 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 Advanced - Proficient

Prerequisite(s): Successful completion of Guitar I and II/III. 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)

Principles of Business and Finance

This course introduces students to business, finance, management and marketing. It covers topics such as business in the global, functions of business organization and management, marketing basics, and the significance of business, financial and risk management.

Business Management I

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

Prerequisite: *Business Management I*

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.

Sports & Entertainment Marketing I

This course is designed for students interested in sports, entertainment and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security, and human relations.

Sports & Entertainment Marketing II

Prerequisite: *Sports Marketing I*

This course is designed for students interested in advanced sports, entertainment and event marketing. Emphasis is placed on the following principles as they apply to the industry: Business management, career development options, client relations, ethics, events management, facilities management, legal issues/contracts, promotion and sponsorship.

Foundations of Health Sciences

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

Prerequisite: *Foundations of Health Sciences*

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

Prerequisite: *Health Sciences I*

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.

Extracurricular Clubs

Club	Advisor	Meeting Day and Time
Art Club	Mr. Veilluex & Mrs. Burch	
Bible Club	Mrs. Whitlock	
Book Club	Ms. Moberg	
Chess Club	Mr. Stamper	
Drama Club	Mrs. Perry	
Environmental Club	Mrs. Barber	
Foreign Languages Club	???	
History Club	Mr. Richards	
Junior Heart Board	Ms. Morris	

National Honor Society	Mrs. Bunch & Mrs. Whitlock	
Prom Committee	Ms. Morris	
Quiz Bowl	Mrs. Walter	
Student Council	Mrs. Wooten	
Swim Club	Mr. Richards	