

# The Point Elite High School Graduation Requirements

From the time you enter kindergarten, you are getting ready for high school graduation. To make sure you are on track, remember that every high school student must meet state and local requirements. To see your Course and Credit Requirements, look in the colored blocks for the section that matches when you entered ninth grade for the first time. Your school counselor is available to answer questions you may have about what you need to reach your goal of high school graduation.

CONTENT AREA	For Ninth Graders Entering in 2012-2013 and Later	For some Ninth Graders with Cognitive Disabilities 2000 - >
	FUTURE-READY CORE	<b>OCS Requirements</b> (Selected IEP students excluded from EOC Proficiency Level requirements)
English	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> OCS English I, II, III, IV
Mathematics	<b>4 Credits</b> NC Math I*, NC Math II, NC Math III and a 4 <sup>th</sup> math course to be aligned with the student's post high school plans.**  <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education Policy. Please see your counselor for more details.</i>	<b>3 Credits</b> OCS Introductory Mathematics I, OCS Mathematics I, OCS Financial Management
Science	<b>3 Credits</b> A physical science course, Biology, Earth Environmental Science	<b>2 Credits</b> OCS Applied Science, OCS Biology
Social Studies	<b>4 Credits</b> <b>For students who entered 2014-2015 through 2019-2020:</b> American History: The Founding Principles, Civics, and Economics, World History. The new courses may be substituted. At least one of: American History I, American History II, American History or AP US History and additional Social Studies course.*** <b>For students who begin high school in 2020-2021:</b> World History, American History, Founding Principles of the United States and North Carolina: Civic Literacy, and Economics & Personal Finance.	<b>2 Credits</b> American History I Civics & Economics
World Language	<b>Not required for high school graduation.</b> A two-credit minimum of the same foreign language is required for admission to a university in the UNC system.	<b>Not required</b>
Health/Physical Education	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education
Electives or other requirements	<b>6 Credits Required</b> <b>2 Elective credits in any combination of:</b> Career and Technical Education (CTE), Arts Education, or World Languages <b>4 Elective credits from one of the following is strongly recommended:</b> <ul style="list-style-type: none"> <li>• <u>CTE</u> – 4 credits within a NC Career Cluster with at least 1 credit at the second or completer level</li> <li>• <u>Arts Education</u> – 4 credits (any combination) from any of the four Arts Ed. disciplines with at least 1 credit at the second level</li> <li>• <u>JROTC</u> – 4 credits</li> <li>• <u>World Language</u> – 4 credits within the same world language</li> <li>• <u>Advanced Placement and International Baccalaureate</u> – 4 credits of AP/IB courses</li> <li>• <u>Cross Disciplinary</u> – 4 credits from any combination of courses that relate to students' career or other interests, with at least 1 credit at the second or honors level</li> <li>• <u>Career and College Promise</u> – 4 high school credits in any of the 3 Career and College Promise Pathways</li> </ul> <b>6 Additional Electives from any content area</b>	<b>12 Credits Required</b> <ul style="list-style-type: none"> <li>• 6 Occupational Prep credits</li> <li>• 4 CTE credits</li> <li>• 2 additional elective credits</li> </ul>
<b>*****All students beginning with in the graduating class of 2014-2015 must complete CPR instruction in order to receive a diploma</b>		
<b>Total</b>	<b>28 Credits</b>	<b>24 Credits</b> <i>Plus any local requirements</i>

\* Beginning in the 2007-2008 school year, the Math I requirement may be fulfilled by successfully completing Math I in the 8<sup>th</sup> grade. This course will count toward graduation requirements, but the students' GPA will be computed with only courses taken during the high school years.

\*\* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math III as a prerequisite.

\*\*\* A student who takes American History or AP US History instead of taking American History I and American History II must also take an additional social studies course in order to meet the four credits requirement..

\*\*\*\*\* **CPR requirement is a result of legislation HB 837**

■ Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment. Footnote for OCS: Beginning in the second semester of the 2013-2014 school year, OCS graduate standards will total 24 credits.

**Note:** Graduation requirements for transfer students will be four (4) less than the maximum number of credits the student could have earned over four (4) regular high school years.

## Registration Worksheet/Four-year Academic Plan

<b>NAME:</b>				
	<b>LAST</b>	<b>FIRST</b>	<b>MIDDLE</b>	<b>IDENTIFICATION NUMBER</b>

<b>COURSE PLANNING CHART</b>							
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Grade 9		Grade 10		Grade 11		Grade 12	
English		English		English		English	
Math		Math		Math		Math	
Science		Science		Science		Science	
Social Studies		Social Studies		Social Studies		Social Studies	
Health/PE		Elective		Elective		Elective	
Elective		Elective		Elective		Elective	
Elective		Elective		Elective		Elective	
Elective		Elective		Elective		Elective	
<b>Total Units</b>		<b>Total Units</b>		<b>Total Units</b>		<b>Total Units</b>	

ADDITIONAL COURSES (8 <sup>th</sup> Grade (High School Credit Course), Summer School, NCVPS, and High School Connections)							
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<b>Total Units</b>		<b>Total Units</b>		<b>Total Units</b>		<b>Total Units</b>	

# The College Preparatory and Leadership Academy Graduation Requirements Checklist

Student Name: \_\_\_\_\_

ID# \_\_\_\_\_

ENGLISH (4 Credits)	9 <sup>th</sup> Grade-Eng. I <input type="checkbox"/> completed	10 <sup>th</sup> Grade-Eng. II <input type="checkbox"/> completed	11 <sup>th</sup> Grade-Eng. III OR AP Language <input type="checkbox"/> completed	12 <sup>th</sup> Grade-Eng. IV OR AP Literature <input type="checkbox"/> completed
MATHEMATICS (4 Credits)	NC Math I <input type="checkbox"/> completed	NC Math II <input type="checkbox"/> completed	NC Math III <input type="checkbox"/> completed	4 <sup>th</sup> Math Course <i>(aligned with the student's post high school plans)</i> <input type="checkbox"/> completed
SCIENCE (3 Credits)	Earth/Environmental Science <input type="checkbox"/> completed	Biology <input type="checkbox"/> completed		A Physical Science Course ( <i>Physical Science, Chemistry, or Physics</i> ) <input type="checkbox"/> completed
SOCIAL STUDIES (4* Credits)  Students Enrolled 2014-15 & 2019-2020	World History <input type="checkbox"/> completed	American History I <input type="checkbox"/> completed	American History II <input type="checkbox"/> completed	AH: FPC&E or FPUSNC:CL <input type="checkbox"/> completed
	OR			
		AP US History or American History <input type="checkbox"/> completed		4 <sup>th</sup> Social Studies Course <input type="checkbox"/> completed
SOCIAL STUDIES (4* Credits)  Students beginning 9th grade 2020-2021	World History <input type="checkbox"/> completed	American History or AP US History <input type="checkbox"/> completed	FPUSNC:CL <input type="checkbox"/> completed	Economics & Personal Finance <input type="checkbox"/> completed
HEALTH & PE (1 Credit)	Health/PE (1 Credit) <input type="checkbox"/> completed <input type="checkbox"/> completed      CPR (0 Credit/pass an approved skills test)			
WORLD LANGUAGE	Not required for graduation. A two-credit minimum of the same foreign language is required for admission to a university in the UNC system. <input type="checkbox"/> completed <input type="checkbox"/> completed			
ELECTIVES (6 required Credits)	2 Elective credits of any combination from either: <ul style="list-style-type: none"> <li>● Career and Technical Education (CTE)</li> <li>● Arts Education</li> <li>● World Languages</li> </ul> <input type="checkbox"/> completed <input type="checkbox"/> completed		4 Elective credits (four credit concentration) (strongly recommended) from one of the following: <ul style="list-style-type: none"> <li>● Cross-Disciplinary</li> <li>● Career and Technical Education (CTE)</li> <li>● Arts Education</li> <li>● JROTC</li> <li>● World Language</li> <li>● Advanced Placement / International Baccalaureate</li> <li>● Career &amp; College Promise</li> </ul> <input type="checkbox"/> completed <input type="checkbox"/> completed <input type="checkbox"/> completed <input type="checkbox"/> completed	

Reviewed on:

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent/Guardian's Signature



## High School Mathematics Registration Information 2020-2021

- Standards for the fourth math courses have been revised and will be implemented in 2020-21. Courses with new standards include Math 4, Math 4 Honors, Precalculus Honors, Discrete Math for Computer Science and Discrete Math for Computer Science Honors.
- AFM & SREB will no longer be offered. Credit recovery for AFM may be offered to students previously enrolled in this course.
- A student's fourth mathematics course should be aligned with the student's post high school plans.*
- NC Math 4 is intended for students who will continue their education in a Non-Stem related field*
- PreCalculus Honors is intended for students who will continue their education in a Stem related field*
- Discrete Math for Computer Science is intended for students pursuing a Computer Science or related field*

**Recommendations for Most Rigorously Appropriate Mathematics Course Placement for Rising 9<sup>th</sup> Graders**  
**Schools will place students in appropriate course levels, based on any one or more data points below.**

8 <sup>th</sup> Grade Course	Data Source	Threshold	Recommendation
Math 8	8 <sup>th</sup> Grade Math Course Grade	A or B in either level	NC Math 1
	or		
	8 <sup>th</sup> Grade EOG Score for Math	4 or 5	NC Math 1 Honors
		3	NC Math 1
2 and below		Foundations of NC Math 1	
NC Math 1	NC Math 1 Course Grade	A or B	NC Math 2 (Honors)
		C or D	NC Math 2
	or		
	NC Math 1 EOC	3, 4, or 5	NC Math 2 (Honors)
2 and below		Foundations of NC Math 2 or NC Math 2	

### Additional Registration Information

- Students transferring in with credits from a traditional pathway are recommended for the following math course placements:

Math Credits Transferring In	Math Course Placement
Algebra I	NC Math 2
Algebra I, Geometry	Both NC Math 2 and NC Math 3 <i>Students going from Geometry to NC Math 3 will miss significant portions of algebra content.</i>
Algebra I, Algebra II	Both NC Math 2 and NC Math 3 <i>Students going from Algebra II to NC Math 3 will miss significant portions of geometry content.</i>

**Typical High School Mathematics Course Sequences**

Below are typical course sequences for taking mathematics in high school. This is not all possible scenarios. The gray-shaded box indicates the last course the student must complete to satisfy graduation requirements. Courses in **BOLD** indicate a math credit. Courses not in bold indicate elective credit.

	Year 1		Year 2		Year 3		Year 4
<b>A</b>	Foundations of NC Math 1	<b>NC Math 1</b>	Foundations of NC Math 2	<b>NC Math 2</b>	Foundations of NC Math 3	<b>NC Math 3</b>	<b>NC Math 4</b>
<b>B</b>	<b>NC Math 1</b>		<b>NC Math 2</b>		<b>NC Math 3</b>		<b>NC Math 4 or PreCalculus Honors or Discrete Math for CS</b>
<b>C</b>	<b>NC Math 1(Honors)</b>		<b>NC Math 2 (Honors)</b>		<b>NC Math 3 (Honors)</b>		<b>NC Math 4 (Honors) or PreCalculus Honors or Discrete Math for CS Honors</b>
<b>D</b>	<b>NC Math 2</b>		<b>NC Math 3</b>		<b>PreCalculus (Honors) or NC Math 4 (Honors)</b>		AP Statistics And/or Discrete Math for CS (Honors)
<b>E</b>	<b>NC Math 2 (Honors)</b>		<b>NC Math 3 (Honors)</b>		<b>PreCalculus (Honors) or Discrete Math for CS Honors</b>		AP Calculus AB/BC and/or AP Statistics
<b>F</b>	<b>NC Math 3 (Honors)</b>		<b>PreCalculus (Honors)</b>		AP Calculus AB	AP Calculus BC	AP Statistics

# The College Preparatory and Leadership Academy Course Offerings

## English

- *Students earn 1 unit of credit for English I, II, III, and IV.*
- *All courses use the NC State Standards for English.*
- *Honors courses require students to master more rigorous and complex material and skills at a faster pace.*
- *Advanced Placement courses require students to master college level material, skills, and pacing. Students are expected to take the AP exam. AP courses are weighted plus one in the calculation of GPA.*

### Required English Courses

#### **English I & Honors English I**

##### ***Prerequisite: None***

English I students will study literature, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” excerpts from an entire Shakespearean play, and art from all genres to gain knowledge of culture, current events and themselves. They will gain the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English I, students will read and understand increasingly complex texts at the upper end of ninth grade reading range. Students are required to take the North Carolina Final Exam for English I.

#### **English II & Honors English II**

##### ***Prerequisite: English I***

English II students will study literature, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” excerpts from an entire Shakespearean play and art from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East to come to a better understanding of world cultures, contemporary issues, and their world. They will fine tune the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English II, students will read and understand increasingly complex texts at the upper end of the tenth grade reading range. Students are required to take the North Carolina English II End of Course Exam.

#### **English III & Honors English III**

##### ***Prerequisite: English II***

English III students will study literature, historical documents, informational texts, poetry, drama, biographical works, and art from the United States to gain a better understanding of the U.S. in terms of history, literature and culture. They will develop the complex literacy skills necessary to compile information from sources into a meaningful and well written original text. By the end of English III, students are expected to read and understand increasingly complex texts at the high end of the 11th grade reading range. Students are required to take the North Carolina Final Exam for English III.

#### **English IV & Honors English IV**

##### ***Prerequisite: English III***

English IV students will study literature, historical documents, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” a Shakespearean play, and art from Great Britain and Europe to better gain a basic understanding of the influence of Great Britain’s history on world literature and culture. They will master the complex literacy skills necessary to gather and evaluate information into various kinds of original writing. By the end of English IV, students are expected to read and understand increasingly complex texts at the upper end of the twelfth-grade reading range. Students are required to take the North Carolina Final Exam for English IV.

## Mathematics

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC State Standards for Mathematics.*
- *Honors courses require students to demonstrate rigor, manage greater complexity, and apply mathematics concepts more deeply.*
- *Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exams.*
- *All high school level mathematics courses will require the use of a graphing calculator. Students should have either a TI-83+, TI-84+, or comparable graphing calculator to use outside of class.*

With the State Standards for Mathematics, high school learners can anticipate a rigorous curriculum which will adequately prepare them for further study and application of mathematics as they pursue college and various career options. Students can also expect a deliberate focus on the mathematical practices to facilitate their learning of this rigorous content:

- \*\* *To make sense of problems and persevere in solving them*
- \*\* *To reason abstractly and quantitatively*
- \*\* *To construct viable arguments and critique the reasoning of others*
- \*\* *To model with mathematics*
- \*\* *To use appropriate tools strategically*
- \*\* *To attend to precision*
- \*\* *To look for and make use of structure*
- \*\* *To look for and express regularity in repeated reasoning*

These mathematical practices are applied throughout each course, and with the content standards of that course, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Math I/Math I Honors**

The focus of the foundational high school mathematics course is to increase student understanding of functions as a unifying concept in advanced mathematics. The goal is to formalize and extend prior understanding by deepening and extending student understanding of linear functions, in part by contrasting those functions with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data from single measurement variables. The geometry standards in this course formalize and extend student experiences to explore more complex geometric situations and deepen their explanations of relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout this course. Together with the content standards, these practices require that students experience mathematics as a coherent, useful, and logical subject that builds on their ability to make sense of problem situations. Students are required to take the NC End of Course Exam.

### **Math II/Math II Honors**

Math II extends student understanding of quadratic expressions, equations, and functions. Students create and solve quadratic equations using a variety of methods. They identify zeros of quadratics using multiple representations including graphs, tables, and factoring. The critical concept of function and the ability to analyze different representations appears in multiple contexts. Functions included are power, square root, cube root, piecewise, absolute value and simple rational. The geometric strand includes experimenting with transformations in the plane and applying geometric concepts in modeling situations. Students also define trigonometric ratios and solve problems involving right triangles. The link between probability and data is explored through independence, conditional and compound probability including their use in making models and evaluating decisions. The Mathematical Practice Standards apply throughout the course and prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problemsituations. Students are required to take the NC Final Exam.

### **Math III/Math III Honors**

Math III progresses from the standards learned in Math I and II. Students extend their understanding of polynomials by exploring the relationship between zeros and factors. Students learn and apply the Remainder Theorem. They represent and solve equations and inequalities graphically including polynomial, rational, absolute value, exponential and logarithmic functions. Students use the unit circle to extend the trigonometric functions to all real numbers and model periodic phenomena. The geometric strand includes proving theorems about lines, angles, triangles, and parallelograms. Students explore similarity and congruence. They understand and apply theorems about circles. Students use statistical processes to make inferences and justify conclusions from sample surveys, experiments, and observational studies. The Mathematical Practice Standards apply throughout the course and prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students are required to take the NC Final Exam.

### **Math IV/Math IV Honors**

This is the final course in the Math sequence. It is an advanced math course which will provide students with a problem-centered, connected study of rates of change, trigonometry, logarithmic functions and data models, polynomial and rational functions, and conic sections. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment.

### **Pre-CalculusHonors**

#### ***Prerequisite: Math III/Math III Honors***

Pre-Calculus is an honors-level course for students preparing for AP Calculus or higher-level university mathematics. Topics include an in-depth study of trigonometry, advanced functions, analytic geometry, and data analysis. Students should expect to regularly study independently outside of class. Students are required to take the NC Final Exam.

### **Advanced Functions and Modeling**

#### ***Prerequisite: Math III/ Math III Honors***

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Appropriate technology, from manipulatives to calculators and graphics software, will be used regularly for instruction and assessment. Students are required to take the NC Final Exam.



**Discrete Mathematics or Honors Discrete Mathematics**

*Prerequisite: Math III/ Math III Honors*

Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. Mathematical topics include combinatorics, probability, election theory, fair division, matrices, graph theory, sequences and series, recursion, descriptive statistics. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Students are required to take the NC Final Exam.

## Science

- \*\* Students earn 1 unit of credit for each successfully completed course.*
- \*\* All courses use the NC Standard Course of Study.*
- \*\* Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace.*
- \*\* Advanced Placement courses are equivalent to college freshman courses and include an exam prescribed by the College Board.*

## **Required Science Courses**

### **Earth-Environmental Science/Honors Earth-Environmental Science**

#### ***Prerequisite: None***

This course investigates the four main branches of earth science: geology, meteorology, astronomy, and oceanography. Students learn about the interrelationships among living organisms and their physical environment through laboratory activities. Students study how people impact their environment and how their environment influences them.

### **Biology I/Honors Biology I**

#### ***Prerequisite: None***

Students survey the history and development of biology including an introduction to biochemistry, cellular biology, physiology, genetics, organisms, and life processes. In addition to reading, students will engage in laboratory activities to develop process and problem solving skills. Students are required to take the NC Biology End of Course Exam.

### **Physical Science**

#### ***Prerequisite: Students should have successfully completed or be concurrently enrolled in Math 1 (Chemistry and Physics also meet the state physical science requirement.)***

This course is a quantitative study of matter and energy and their interactions. Topics include mechanics, optics, heat, electricity, magnetism, sound, and radiation, as well as a study of the chemical structure and composition of matter. Students will be responsible for conducting laboratory activities and will need to be able to use mathematical formulas and equations to solve problems.

### **Chemistry I/Honors Chemistry I**

#### ***Prerequisites: Students must have completed or be enrolled in Math 3***

Students study a variety of chemistry topics including chemical equations and reactions, stoichiometry, the periodic table, atomic theory, molecular chemistry, kinetic theory, gas laws, solutions, and acid-base behavior. Students will use their mathematics and problem solving skills to complete laboratory activities.

## Social Studies

\*\*\*\* Students earn 1 unit of credit for each successfully completed course.

\*\*\*\* Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace.

\*\*\*\* Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP Exam.

### Required Social Studies Courses

#### **World History/Honors World History**

***Prerequisite: None***

This course will address six (6) periods in the study of World History, with a key focus of study from the mid-15th century to the present. The progression is grouped around a basic core of chronologically-organized periods and events in history; students will study major turning points that shaped the modern world. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. They broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology. Students are required to take the NC Final Exam.

#### **American History I/Honors American History I**

***Prerequisite: None***

This course begins with the European exploration of the New World and covers American history through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. This course will also provide students the opportunity to study the establishment of political parties, America's westward expansion, the growth of sectional conflict and the Civil War, and Reconstruction. Students are required to take the NC Final Exam.

#### **American History II/Honors American History II**

***Prerequisites: American History I***

This course will guide students through American history from the late nineteenth century through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of Reconstruction era to modern times. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the U.S. in an interconnected world. Students are required to take the NC Final Exam.

## Health and Physical Education

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses follow the NC Healthful Living Essential Standards.*
- *All students must successfully pass the required Health and Physical Education course for graduation. If a medical or religious reason will prohibit participation, talk to your principal about an exemption.*
- *All students are encouraged to participate in one or more of the elective courses listed below.*
- *Successful completion of Compression Only CPR training/checklist is required for graduation.*

## **Required Health and Physical Education Course**

### **Health and Physical Education**

***Prerequisite: None***

This course combines two required components into one section. Students will be involved in Physical Education and Health Education during the semester. The Physical Education section will incorporate fitness assessments, conditioning, sport fundamentals, and recreational activities. Health Education will enhance the student's implementation of healthful living practices such as decision making, substance abuse, nutrition, stress management, reproductive health and safety, and more.

### **Elective Health and Physical Education Courses**

***Prerequisite for all elective Health and Physical Education Courses: Students must have successfully received credit for the required Health and Physical Education course.***

### **World Languages: Classic, Heritage, and Modern**

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Essential Standards.*
- *Level I and II are standard courses.*
- *Level III and above are honors courses which require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace.*
- *Advanced Placement courses are designed to provide rigorous intermediate college level world language instruction. Students are required to take the AP Exam.*

*World Language course is offered in Spanish. may be offered at the standard and honors.*

***Prerequisites: For all courses, successful completion of the previous level is required. For example if a student takes Spanish II, he/she must have successfully completed Spanish I***

#### **Level I World Language Courses**

Students are introduced to the target language and its culture. Class activities develop listening, speaking, reading, and writing using the students' experiences to practice these skills. Grammar is integrated throughout the course. Students learn about the target culture through its literature, laws, foods, games, attitudes, values, and patterns of social interaction. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own.

#### **Level II World Language Courses**

Students further develop their listening, speaking, reading and writing skills. They participate in simple conversational situations and write short paragraphs which narrate, describe, compare and summarize topics from the target culture. By the end of the course, students will be able to interact with others on issues of everyday life. Students also continue to learn about the differences between languages and cultures, and how different cultures influence each other.

#### **Level III World Language Courses (*These are honors level courses*)**

Students' skills with listening, speaking, reading, and writing progress to allow them to participate in conversations, read short literary texts and other material about familiar topics, and write short cohesive passages using the present, past, and future tenses. In discussions, presentations, and written texts, students will be able to identify the main ideas and significant details. As they continue to build their knowledge of the target culture, students develop a deeper understanding of the interrelationships of other cultures to their own and will be able to exhibit behaviors appropriate to the target culture.

#### **Level IV World Language Courses (*These are honors level courses*)**

Students learn to communicate in writing and in extended conversations on a variety of topics. As they become more proficient in independent reading, they will be able to narrate, discuss, and support increasingly complex ideas and concepts. Short stories, poetry, excerpts from various periods of literature, and current events are included. Students study the finer points of grammar to aid oral and written communication along with a more in-depth study of the target culture(s) and their influence throughout the world. Students develop the ability to interact in culturally appropriate ways in most social situations they will encounter in the target culture(s).



## Arts Education

- o *Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).*
- p *Students earn 1 unit of credit for each successfully completed course.*
- q *All courses use the NC Arts Education Essential Standards.*
- r *Students may repeat courses for credit within a given proficiency level.*
- s *All Proficient or Advanced courses in each arts discipline receive Honors credit.*
- t *Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exam.*

The NC Arts Education Essential Standards reflect four levels of proficiency for high school courses for credit. Arts Education no longer has a numerical sequence of courses due to the new organization by proficiency levels. Mastery of the standards for each proficiency level is the criteria for advancement. Therefore students may repeat courses for credit within a given proficiency level before moving to the next level. Students who take coursework at the Proficient or Advanced levels enter those studies having completed a minimum of 270-300 hours of instruction within that arts discipline (dance, music, theatre arts, or visual arts). Proficient or Advanced level courses include Honors and AP courses.

### High School Proficiency Levels

#### Beginning

Standards are for students with no or limited K-8 progression in the arts education discipline (dance, music, theatre arts, or visual arts).

#### Intermediate

Standards are for students who have had a complete K-8 progression or who have achieved beginning level standards in the discipline at the high school level.

#### Proficient

Standards are for students who have achieved intermediate level standards in the discipline at the high school level.

#### Advanced

Standards are for students who have achieved proficient level standards in the discipline at the high school level.

<u>Dance</u>	<u>Music</u>	<u>Theatre Arts</u>	<u>Visual Arts</u>
<b>Dance</b> Beginning, Intermediate, Proficient, Advanced	<b>Vocal Music</b> Beginning, Intermediate, Proficient, Advanced	<b>Theatre Arts</b> Beginning, Intermediate, Proficient, Advanced	<b>Visual Arts</b> Beginning, Intermediate, Proficient, Advanced
<b>Dance Specialization</b> Beginning, Intermediate, Proficient, Advanced Examples : Jazz, Ballet, Dance Appreciation, etc.	<b>Orchestra</b> Beginning, Intermediate, Proficient, Advanced	<b>Theatre Arts Specialization</b> Beginning, Intermediate, Proficient, Advanced Examples: Acting, Directing, Play Production, and other specialized studies.	<b>Visual Arts Specialization</b> Beginning, Intermediate, Proficient, Advanced Examples : Ceramics, Photography, Film Production, etc.
	<b>Band</b> Beginning, Intermediate, Proficient, Advanced		<b>AP Studio Art Drawing</b> <b>AP Studio Art: 2D Design/3D Design</b>
	<b>Music Specialization</b> Beginning, Intermediate, Proficient, Advanced Examples: Music Theory, Music Appreciation, Piano, Guitar, Jazz Ensemble, etc.		
	<b>AP Music Theory</b>		



## Dance

### **Dance Beginning**

#### ***Prerequisite: None***

Students study the body in motion by exploring the elements of dance: space, time, and energy. Students develop an awareness of the body as an instrument for self-expression, learn about the benefits of dance for healthful living, and study the role of dance in other cultures and in different historical periods.

### **Dance Intermediate**

#### ***Prerequisite: Mastery of Beginning Dance or audition with the teacher***

Students focus on developing their dance technique, exploring dance as a performing art, and learning about anatomy as it applies to technique and injury prevention. Group and solo choreographic assignments help students apply their knowledge of dance: its technique, history, and connection to other art forms.

### **Dance Proficient**

#### ***Prerequisite: Mastery of Intermediate Dance or audition with the teacher***

The emphasis in this class is on technical development and on learning how to combine movements and perform them rhythmically and fluidly using a variety of dynamic qualities. Through more complex choreographic studies and improvisation, students learn to construct expressive phrases and combine them to create short dances. This course focuses on more advanced technique, building choreography, and the study of dance history. ***This is an honors level course.***

### **Dance Advanced**

#### ***Prerequisite: Mastery of Proficient Dance or audition with the teacher***

This course continues to focus on technique, improvisation, and choreography. Students study dance history, learn to describe, analyze, and critique dance works from different cultures and times. Dance research focuses on how dance reflects the culture and time period in which they originate. Students will study 20th Century dance by exploring traditional approaches to choreography and interdisciplinary dance works using media technology. Students are becoming dance artists: performers and choreographers. They will create solo and group choreographic works that include costuming, production, and lighting. Teachers will assist students with audition videos, as needed for application to dance schools or departments. ***This is an honors level course.***

*\*Dance Specialization Courses may be offered at individual schools. Please see your Dance Teacher for additional course selections.*

## Vocal Music

### **Vocal Music Beginning**

#### ***Prerequisite: None, but students may sing for the instructor to ensure correct placement***

In these courses students will sing songs from today's popular music as well as songs from other times and other cultures. Students will develop skills with music reading and ear training as they learn to listen critically to music and evaluate its significance.

### **Vocal Music Intermediate**

#### ***Prerequisite: Mastery of Beginning Vocal Music or audition with the teacher***

This course continues to build on the comprehensive music education program introduced in Beginning Vocal Music. Students broaden their knowledge of different musical genres and will have opportunities to perform alone and in ensembles.

### **Vocal Music Proficient**

#### ***Prerequisite: Mastery of Intermediate Vocal Music or audition with the teacher***

This course is for students who want to improve their vocal technique and increase their knowledge of music. Students will perform music of varying degrees of difficulty and work to improve accuracy in sight singing. Singers may perform alone and in ensembles. ***This is an honors level course.***

## **Vocal Music Advanced**

***Prerequisite: Mastery of Proficient Vocal Music or audition with teacher***

In this course, students refine their musical skills through the rigorous study of music theory, history, appreciation, and analysis. Students will improve their vocal technique, accuracy with sight singing, and ability to perform solo and ensemble music. In addition to class work, students will attend musical events, complete special projects, and write reports. ***This is an honors level course.***

## **Orchestra**

**Strings- Beginning**

**Strings - Intermediate**

**Strings - Proficient (Honors Level)**

**Strings - Advanced (Honors Level)**

***Prerequisites: For Beginning – Depending on the school, from 0- 2 years of prior experience playing the violin, viola, cello or bass; For the other levels - Mastery of the preceding course and audition with the teacher***

Students will learn to play the violin, viola, cello or bass. The String Orchestra courses focus on developing skills with reading, notating, listening, analyzing, and evaluating musical styles from different cultures and time periods. The levels of discipline, responsibility, and difficulty increase at each proficiency level. String orchestra students will prepare and present concerts locally and may participate in district and statewide festivals and competitions. Proficient and Advanced courses have demanding standards for performance, mastery of music theory, notating, appreciation, and history. Proficient and Advanced students will perform as members of one or more chamber ensembles and as soloists.

## **Band**

**Concert Band- Beginning**

**Concert Band- Intermediate**

**Concert Band- Proficient (Honors Level)**

**Concert Band- Advanced (Honors Level)**

***Prerequisites: For Beginning - Three years of band or audition with band director;***

***For the other levels - Mastery of the preceding course and audition with the band director***

The Concert Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. The level of discipline, responsibility, and difficulty all increase as students' progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

**Marching Band- Beginning**

**Marching Band- Intermediate**

**Marching Band- Proficient (Honors Level)**

**Marching Band- Advanced (Honors Level)**

***Prerequisites: For Beginning - Ability to play a band instrument and audition with the band director;***

***For the other levels - Mastery of the preceding course and audition with the band director***

The Marching Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

### **Symphonic Band- Beginning**

### **Symphonic Band- Intermediate**

### **Symphonic Band- Proficient (Honors Level)**

### **Symphonic Band- Advanced (Honors Level)**

***Prerequisites: For Beginning - Ability to play a band instrument and audition with the band director; For the other levels - Mastery of the preceding course and audition with the band director***

The Symphonic Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. Students will build skills with listening, appreciation, and historical understanding culminating in written reports and musical compositions. Students will have opportunities to work with existing music technologies. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

### **Wind Ensemble- Beginning**

### **Wind Ensemble - Intermediate**

### **Wind Ensemble - Proficient (Honors Level)**

### **Wind Ensemble - Advanced (Honors Level)**

***Prerequisites: For Beginning - Ability to play a band instrument and audition with the band director; For the other levels - Mastery of the preceding course and audition with the band director***

The Wind Ensemble courses focus on developing skills with music performance, reading, notating, listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

## **Fine Arts Electives- Music Specialization**

### **Music Specialization Beginning : Introduction to Musical Theatre**

***Prerequisite: None or audition with the teacher***

In this introduction to musical theatre students will explore vocal and acting techniques and learn about the roles of the director, musician, choreographer, make-up artist, and technical director. In addition, students will learn about the history of musical theater through the work of some of the leading lyricists and composers. Students may have opportunities to perform in a musical theater production or participate in the behind-the-scenes work.

### **Music Specialization Beginning : Marching Band: Fall (12 Weeks)**

***Prerequisite: This course is for students with band/instrument experience at the middle school or high school level***

This class will meet after school three days a week (days to be determined) for 105 minutes. Students will receive 1/2 a credit for this semester class. Class members will perform in the Marching Band. Performances include all home football games, two or three away games, plus playoff games. Students will also perform at marching competitions and parades. Since this course meets three days a week, attendance is mandatory at all rehearsals. Mandatory band camp is held for one week prior to the start of the school year.

### **Music Specialization Beginning : Color Guard**

***Prerequisite: Audition is required***

Color Guard is a performance group and a unit of the Marching Band. Membership is by audition only. Auditions are held in the spring for the upcoming year.

**COURSE NOTE:** Audition is required for membership of Color Guard. Color Guard meets for one week of band camp during the summer and class meets after school in the fall semester.

### **Music Specialization Proficient : Music Theory Honors**

***Prerequisite: Students must demonstrate an intermediate level of performance in band, chorus, or strings.***

This is a basic musicianship course that is geared toward a student pursuing music at the college level. The course may emphasize harmony, texture, rhythm, form, musical analysis, elementary composition, and music history and style. The student's ability to read and write musical notation is fundamental to this course.

**COURSE NOTE:** This is an HONORS Level Course. Students need experience in a music performance group and possess an ability to read music.

### **Music Specialization Proficient**

***Prerequisites: Mastery of Intermediate or Proficient (respectively) Vocal Music, Band, or Orchestra and permission from the teacher***

This course is designed for students who wish to major or minor in music at a college level. Students will strengthen their knowledge of music theory and music history.

*\*Additional Music Specialization courses may be available at your school. Please see your Band Director for more course selections.*

### **Advanced Placement Music Theory- Band, Strings, Vocal**

***Prerequisites: Two years experience in a music ensemble and ability to read music. Teacher interview and audition will ensure correct placement. Students are required to take the AP Exam.***

This course prepares students for university-level music theory and ear-training classes. Students will learn to recognize, understand, and describe the materials and processes of the music they hear or see in a score. Study topics will focus on developing aural, sight-singing, and written, compositional, and analytical skills.

## **Theatre Arts**

### **Theatre Arts Beginning**

***Prerequisite: None***

Students will experience creative dramatics, mime, reader's theater, interpretive movement, and oral interpretation as they explore the actor's craft. In addition, they will learn how directing, theatre history, and theatre management contribute to a stage production. Behind the scenes, students explore how costumes, make-up, props, and scenery along with special effects, lighting, and sound bring magic to the stage.

### **Theatre Arts Intermediate**

***Prerequisite: Mastery of Beginning Theatre Arts or audition with the teacher.***

This course further develops the skills and vocabulary learned in Beginning Theatre. Through classroom scene work and the study of acting techniques in different historical periods, students will refine their acting skills. Participating in ensemble acting and student-directed plays will provide additional opportunities to portray a variety of roles. Students will learn how to critique their own and others' performances and will continue learning about technical theatre and theatre management. They will perform scene work and original work.

### **Theatre Arts Proficient**

***Prerequisites: Mastery of Intermediate Theatre Arts, classification as a junior or a senior, or placement audition with the instructor***

The focus of this class is on learning how to direct. Once students select their scene, they will analyze the script, audition actors from among their classmates, plan rehearsals, make decisions about blocking, and develop a plan for set and lighting design. Each student-directed scene will be showcased for a live audience. This course involves in-depth application of theater arts knowledge, skills, and processes. Students will study a variety of playwrights and different historical periods.

***This is an honors level course.***

## **Theatre Arts Advanced**

***Prerequisite: Mastery of Proficient Theatre Arts or audition with the teacher.***

These advanced acting ensembles focus on students developing the assigned characters, learning advanced movement techniques, and overseeing all aspects of their productions. Students will continue their study of the different styles of theater, film and television and learn more about the business of professional acting. Students continue to refine adapting works from different historical periods, and researching different acting styles. Students will have opportunities to prepare a performance for competition and/or for a showcase. Students function as a performance and production ensemble. ***This is an honors level course.***

## **Theatre Arts Specialization Beginning**

### **Technical Theatre**

***Prerequisite: None***

In this hands-on course, students study current trends in technical theatre and learn how to design lighting, sound, sets, props, and costumes. Some outside class time is required for school related productions.

*\*Additional Theatre Arts Specialization courses may be available at your school. Please see your Theatre Teacher for more course selections.*

## **Visual Arts**

### **Visual Arts Beginning**

***Prerequisite: None***

Students will experience 2D media, such as drawing, painting, and design, and basic 3D media. Using the elements of art and principles of design, they will complete technique assignments and create their own work. Students will learn to analyze visual images, critique their own artwork and the artwork of others, and write short essays about a variety of visual art topics while studying the basics of Art History.

### **Visual Arts Intermediate**

***Prerequisite: Mastery of Beginning Visual Arts***

Students will learn to use more sophisticated techniques as they complete projects using 2D and 3D media. Assigned projects will develop the students' artistic problem solving abilities and call upon them to use their design skills with greater inventiveness. Written work focuses on art criticism, topics in art history, and aesthetic awareness.

### **Visual Arts Proficient**

***Prerequisite: Mastery of Intermediate Visual Arts***

Students will begin building a portfolio of their work using a variety of media. In building a portfolio students create work that demonstrates their increasing command of the elements of art and design principles and conveys a clear sense of their developing personal style. Students will continue their study of art appreciation, criticism, and aesthetics. Students will also study individual artists with the goal of analyzing how they reflect the historical conditions and arts trends of their time. ***This course is an honors level course.***

### **Visual Arts Advanced**

***Prerequisite: Mastery of Proficient Visual Arts***

Students will work to assemble a high quality portfolio suitable for submission as part of an art school application. Students will refine their artistic problem solving skills using a variety of media and techniques as they create 20 high quality works by the end of the class. Students will also continue their study of contemporary art and should expect to spend time outside of class working on their portfolios and completing written assignments. ***This course is an honors level course.***

### **Visual Arts Specialization- Photography**

***Prerequisite: Mastery of Beginning Visual Arts***

This course introduces students to photography as an important art form, from its beginnings in the 1800's to today. Students will learn how to use 35mm cameras, develop film, and make prints using traditional black and white darkroom techniques. Students will also use digital photography and software programs that enhance the art.

*o Additional Visual Arts Specialization courses may be offered at individual schools. Please see your Visual Arts Teacher for additional course selections.*

**AP Studio Art Drawing****AP Studio Art: 2D Design****AP Studio Art: 3D Design**

***Prerequisite: Although there is no prerequisite for AP Studio Art, prior experiences in studio art courses that address conceptual, technical, and critical thinking skills***

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

**AP Art History**

***Prerequisite: None***

The AP Art History course, which is equivalent to an introductory college art history survey, focuses on developing students' art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to the present. While visual analysis is a fundamental tool of the art historian, the course also emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students investigate how imagery has shaped our perceptions and behavior throughout time, providing insight into the past and into our own age and culture.