

*Dare to Soar*



**PINNACLE**  

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**CLASSICAL ACADEMY**

# **HIGH SCHOOL COURSE CATALOG**

**2020-2021**

## **Letter from the Headmaster**

Dear Student,

You are about to begin four of the most memorable years of your life. We want to make sure these memories are filled with an abundance of learning, life-long friendships, personal growth, career knowledge, and goal setting. As you begin your first year in high school, please remember that you have a support system of teachers, guidance counselors, and administrators to help you make great strides, find success in the most difficult tasks, and enjoy this wonderful experience! We are available to assist you with academic and personal issues as well as to address your concerns about life after high school. We hope to make your transition to high school a smooth and enjoyable one. This High School Course Catalog and Planning Guide has been designed especially for you. It contains information essential for you to know as a new high school student at Pinnacle Classical Academy. Read it, take notes, highlight important details, and refer to it throughout the school year.

We wish you the best of luck!

Dr. Shelly Bullard

Headmaster

## North Carolina Graduation Requirements:<sup>1</sup>

| Content Area   | Courses Prior to 2020-2021  | Courses 2020-2021 and after   |
|----------------|---|---|
| English        | 4 Credits <ul style="list-style-type: none"> <li>● English I</li> <li>● English II</li> <li>● English III</li> <li>● English IV</li> </ul>  | 4 Credits <ul style="list-style-type: none"> <li>● English I</li> <li>● English II</li> <li>● English III</li> <li>● English IV</li> </ul>  |
| Math           | 4 Credits <ul style="list-style-type: none"> <li>● Math I</li> <li>● Math II</li> <li>● Math III</li> <li>● And a 4th Math</li> </ul>   | 4 Credits <ul style="list-style-type: none"> <li>● Math I</li> <li>● Math II</li> <li>● Math III</li> <li>● And a 4th Math</li> </ul>   |
| Science        | 3 Credits <ul style="list-style-type: none"> <li>● A physical science course</li> <li>● Biology</li> <li>● Earth &amp; Environmental Science</li> </ul>   | 3 Credits <ul style="list-style-type: none"> <li>● A physical science course</li> <li>● Biology</li> <li>● Earth &amp; Environmental Science</li> </ul>   |
| Social Studies | 4 Credits <ul style="list-style-type: none"> <li>● World History</li> <li>● American History: Founding Principles, Civics and Economics</li> <li>● American History I</li> <li>● American History II or AP United States History</li> </ul>   | 4 Credits <ul style="list-style-type: none"> <li>● Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>● Economics and Personal Finance</li> <li>● American History</li> <li>● World History</li> </ul>   |
| Health & PE    | 1 Credit  | 1 Credit  |
| Electives      | 6 Credits <ul style="list-style-type: none"> <li>● 2 elective credits of any combination from either:               <ul style="list-style-type: none"> <li>○ CTE</li> <li>○ Arts Education (Dance, Music, Theater, Visual)</li> <li>○ World Languages</li> </ul> </li> <li>● 4 elective credits strongly recommended from one of the following:               <ul style="list-style-type: none"> <li>○ CTE (Career and Technical Education)</li> <li>○ JROTC</li> <li>○ Arts Education</li> <li>○ Any other core subject area (English, Math, Science, Social Studies)</li> </ul> </li> </ul> | 6 Credits <ul style="list-style-type: none"> <li>● 2 elective credits of any combination from either:               <ul style="list-style-type: none"> <li>○ CTE</li> <li>○ Arts Education (Dance, Music, Theater, Visual)</li> <li>○ World Languages</li> </ul> </li> <li>● 4 elective credits strongly recommended from one of the following:               <ul style="list-style-type: none"> <li>○ CTE (Career and Technical Education)</li> <li>○ JROTC</li> <li>○ Arts Education</li> <li>○ Any other core subject area (English, Math, Science, Social Studies)</li> </ul> </li> </ul> |
| <b>Total</b>   | 22 Credits plus any local requirements  | 22 Credits plus any local requirements  |

<https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements>

<sup>1</sup> Please see “Pinnacle Classical Academy Graduation Requirements” for requirements to graduate from Pinnacle Classical Academy. Pinnacle’s graduation requirements are more stringent than the state graduation requirements.

## Pinnacle Classical Academy Graduation Requirements:

By the class of 2024 Pinnacle Classical Academy requires students to earn 28 credits in six specific areas, and meet three exit standards to receive a high school diploma.<sup>2</sup> Please see *Credits Required for Graduation* below for details about your specific graduation year. Due to the evolution of our school into two campuses with different class periods and daily schedules, specific graduation requirements have been developed for each year.

To make sure you are on track to graduate, each student must meet the following:

|  | Class of 2021 | Class of 2022 | Class of 2023 | Class of 2024 |
|--|---------------|---------------|---------------|---------------|
| <i>Possible Credits</i>                | 29 / 30       | 30 / 31       | 32            | 32            |
| <i>Credits Required for Graduation</i> | 26            | 26            | 26            | 28            |

| Academic Area                       | Class of 2021 | Class of 2022 | Class of 2023 | Class of 2024 |
|-------------------------------------|---------------|---------------|---------------|---------------|
| <i>English</i>                      | 4             | 4             | 4             | 4             |
| <i>Math</i>                         | 4             | 4             | 4             | 4             |
| <i>Science</i>                      | 3             | 3             | 3             | 3             |
| <i>Social Studies</i>               | 4             | 4             | 4             | 4             |
| <i>Health &amp; PE</i>              | 1             | 1             | 1             | 1             |
| <i>World Languages</i> <sup>3</sup> | 2             | 2             | 2             | 2             |
| <i>Logic</i>                        | 1             | 1             | 1             | 1             |
| <i>Rhetoric</i>                     | n/a           | n/a           | 1             | 1             |
| <i>Electives</i>                    | 6             | 7             | 7             | 8             |
| <b>Total</b>                        | <b>25</b>     | <b>26</b>     | <b>27</b>     | <b>28</b>     |

<sup>2</sup> Requirements for high school transfer students will be based on individual transcript analysis.

<sup>3</sup> The state does not differentiate between Electives and World Languages and considers both an elective in terms of the state's graduation requirements. **A two-credit minimum is required for admission to a university in the UNC system.**

| Academic Area                            | Appropriate Courses  |
|--|--|
| <b>English</b><br><br>(4 Credits)        | English I, II, III, IV<br><br>(or English I, II and appropriate AP courses)  |
| <b>Math</b><br><br>(4 Credits)           | Math I, II, III, plus a 4th Math<br><br>(or Math I, II, III, plus appropriate AP and/or CCC courses, or PCA courses)   |
| <b>Science</b><br><br>(3 Credits)        | Earth/Environmental, Biology, plus a physical science, a fourth science is highly recommended.<br><br>(or appropriate combination of AP and CCC courses)   |
| <b>Social Studies</b><br><br>(4 Credits) | <p>Prior to 2020-2021:</p> <ul style="list-style-type: none"> <li>● World History</li> <li>● American History: Founding Principles, Civics and Economics</li> <li>● American History I</li> <li>● American History II or AP United States History</li> </ul> <p>Effective 2020-21</p> <ol style="list-style-type: none"> <li>1. A founding principles course which shall be either:             <ol style="list-style-type: none"> <li>1. American History: Founding Principles, Civics and Economics</li> <li>2. Founding Principles of the United States of America and North Carolina: Civic Literacy                 <ul style="list-style-type: none"> <li>■ Note: These courses must follow the NCSCOS in its entirety and may not be satisfied by any other courses.</li> </ul> </li> </ol> </li> <li>2. American history courses which shall be either:             <ol style="list-style-type: none"> <li>1. American History I and American History II</li> <li>2. American History I or II and another Social Studies course</li> <li>3. American History and another Social Studies course</li> </ol> </li> <li>3. World History</li> </ol> <p>2020-2021 and beyond:</p> <ul style="list-style-type: none"> <li>● Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>● Economics and Personal Finance</li> <li>● American History</li> <li>● World History</li> </ul> <p>(or appropriate combination of AP and CCC courses)</p> |
| <b>World Languages</b>                   | Latin I and Latin II are required; Latin III Honors is highly recommended <sup>4</sup>   |

<sup>4</sup> College Spanish I and Spanish II (SPA 111 and SPA 112) are required for completion of the Associate in Science Degree.

|  |  |
|--|--|
| (2 Credits)                                  |  |
| <b>Health / PE</b><br>(1 Credit)             | Physical Education and Health I  |
| <b>General Electives</b><br>(5 to 6 Credits) | Logic and Rhetoric will be required to fulfill the Classical studies in mission statement.<br><br>As deemed appropriate under NC Graduation Requirements |

### Promotion for Class of 2021

Students must meet the following standards in order to be promoted from one grade to the next during high school:<sup>5</sup>

- Freshman to Sophomore - Successfully complete 6 units including each of the four core academic disciplines.
- Sophomore to Junior - Successfully complete 12 units including two courses in each of the four core academic disciplines.
- Junior to Senior - Successfully complete 19 units including three courses in each of the four academic disciplines
- Senior to Graduate – Successfully complete 25 units including four courses in each of the four academic areas plus any additional graduation requirements & competency standards noted above. Seniors will take a full class load during their senior year.

**Note:** Students graduate under the state and local requirements that were in place when they entered the ninth grade.

### Promotion for Class of 2022 - 2024

Students must meet the following standards in order to be promoted from one grade to the next during high school:<sup>6</sup>

- Freshman to Sophomore - Successfully complete 6 units including each of the four core academic disciplines.
- Sophomore to Junior - Successfully complete 12 units including two courses in each of the four core academic disciplines.
- Junior to Senior - Successfully complete 19 units including three courses in each of the four academic disciplines

<sup>5</sup> Adjustments must be made for those students who transfer in from a school that is on a block schedule.

<sup>6</sup> Adjustments must be made for those students who transfer in from a school that is on a block schedule.

- Senior to Graduate – Successfully complete 26 units including four courses in each of the four academic areas plus any additional graduation requirements & competency standards noted above. Seniors will take a full class load during their senior year.

**Note:** Students graduate under the state and local requirements that were in place when they entered the ninth grade.

### **Promotion for Class of 2024 and beyond**

- Freshman to Sophomore - Successfully complete 7 units including each of the four core academic disciplines.
- Sophomore to Junior - Successfully complete 14 units including two courses in each of the four core academic disciplines.
- Junior to Senior - Successfully complete 21 units including three courses in each of the four academic disciplines
- Senior to Graduate – Successfully complete 28 units including four courses in each of the four academic areas plus any additional graduation requirements & competency standards noted above. Seniors will take a full class load during their senior year.

**Note:** Students graduate under the state and local requirements that were in place when they entered the ninth grade.

### **End of Course (EOC) Test Requirements**

Students enrolled in courses that have an EOC test are required to take the EOC test in order to receive credit.

High school courses taken in grades 6-8 that do not have an end-of-course test shall use high school course codes and shall be aligned to the N.C. Standard Course of Study for grades 9-12. High school courses taken in middle school count toward graduation credits, but not as part of the student’s high school grade point average.

State Board of Education policy requires the grade on the EOC test count a minimum of 20% of the student’s final course average.<sup>7</sup>

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<sup>7</sup> <http://sbepolicy.dpi.state.nc.us/policies/GCS-C-003.asp?pri=01&cat=C&pol=003&acr=GCS>

## Graduating with Honors

Pinnacle Classical Academy's high school seniors are eligible for graduation honors based on their weighted Grade Point Average (GPA). Students who achieve a weighted GPA at the following levels are designated as graduates with the following honors:

| <b>Summa cum laude</b> | <b>Magna cum laude</b> | <b>Cum laude</b> |
|------------------------|------------------------|------------------|
| 4.3+                   | 4.0 – 4.299            | 3.7 – 3.99       |

## NC Academic Scholars Program Requirements

[http://www.ncpublicschools.org/docs/curriculum/scholars\\_prog.pdf](http://www.ncpublicschools.org/docs/curriculum/scholars_prog.pdf)

In March, 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-1984 school year. In March, 1990, the State Board of Education revised the program and re-designated it the North Carolina Academic Scholars Program. Again, the State Board of Education revised program requirements in August 2002 to make it more consistent with graduation requirements and promote rigorous academic study. The following plan is effective for students who enter the ninth grade for the first time in or after 2003-2004. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

The students who qualify for this special recognition:

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)



| <b>Future Ready Core Course of Study</b> |   |
|--|---|
| <b>2012-2013 and beyond</b>              |   |
| <b>Credits</b>                           | <b>Course(s)</b>  |
| 4  | English I, II, III, IV or (English I, English II, AP Language and Composition, and AP Literature and Composition)   |
| 4  | Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as a prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as a prerequisite)                                      |
| 3  | Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science Course)   |
| 4  | Social Studies (World History, Civics/Economics, American History I, and American History II) or (AP World History, AP US Government, American History I, and AP US History)  |
| 1  | Health and Physical Education   |
| 6  | Two (2) elective credits in a second language required for the UNC system<br><br>Four (4) elective credits constituting a concentration recommended from one of the following; Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area <sup>8</sup> |
| 3  | Higher level courses taken which carry 5 quality points such as:<br><br>-AP<br><br>-Dual Enrollment or college equivalent course (CCC College and Career Promise)<br><br>-Advanced CTE/CTE credentialing courses<br><br>-On-line courses<br><br>-Other honors or above designated courses         |
| 26 total credits                         |   |

<sup>8</sup> Electives that will be offered in the future will allow students to meet this requirement if they so choose.

## Curriculum Overview:

Students will be required to take a course in each of the four core academic areas each year. This requirement exceeds the North Carolina graduation requirements and better prepares each student for college. It also follows the classical education model of knowledge building upon itself. This required course of study provides students with great experience and depth of knowledge in the core academic disciplines.

**CCC requires that students meet eligibility requirements for the Career and College Promise (CCP) Program in order to take their courses. Students must have EITHER an unweighted GPA of 2.8 OR a qualifying score on a designated placement test (PSAT 10, Pre-ACT, ACT, or SAT). More information on eligibility can be found on the CCC website at the link below. Administrators will meet with parents as needed. Students who do not meet the eligibility requirements for CCP will be assigned a traditional schedule.**

<https://www.clevelandcc.edu/wp-content/uploads/2018/06/CCP-Testing-Benchmarks.pdf>

## Add/Drop Policy

Students and parents should give serious consideration when selecting courses for the upcoming school year. ***Once a course has been selected, students will have 10 days to withdraw from a course and register for another one.***<sup>9</sup> The master schedule and teacher faculty selection is based on the number of original student requests during course selection.

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<sup>9</sup> The school administration reserves the right to make changes in placement under the most extenuating of circumstances for the best interest of the student.

## **Associate in Arts/Science Degree:**

Students who qualify for Career and College Promise (CCP) will potentially earn an Associate in Arts or Associate in Science degree from CCC. The college transfer program courses are designed for high school juniors and seniors to earn their Associate in Arts or Associate in Science degree while they complete their high school course requirements. CCC courses are offered in 11<sup>th</sup> and 12<sup>th</sup> grade only due to requirements placed on the community college system.

Rising juniors who have demonstrated CCP eligibility will select either the Associate in Arts (AA) or the Associate in Science (AS) College Transfer Pathway through CCC.

The CCP College Transfer Pathway leading to the Associate in Arts (AA) is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

The CCP College Transfer Pathway leading to the Associate in Science (AS) is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

More information on the differences in the AA and AS is available through the CCC website here: <https://www.clevelandcc.edu/progs/dual-enrollment/>

## **College Transfer Courses**

### **11th Grade Courses for both AA and AS (33 credit hours total):**

|                             |   |
|-----------------------------|---|
| English Composition:        | ENG 111 – Writing and Inquiry (3 credit hours)<br>ENG 112 – Writing and Research (3 credit hours)   |
| Math:                       | MAT 171 – Pre-Calculus Algebra (4 credit hours)   |
| Science:                    | BIO 111 -- General Biology I (4 credit hours)   |
| Humanities/Fine Arts:       | COM 231 – Public Speaking (3 credit hours)<br>ART 114 – Art History (3 credit hours)<br>PHI 215 -- Philosophical Issues (3 credit hours)    |
| Social/Behavioral Sciences: | ECO 251 – Microeconomics (3 credit hours)<br>PSY 150 – General Psychology (3 credit hours)<br>SOC 210 – Intro to Sociology (3 credit hours) |
| Other Required:             | ACA 122 -- College Transfer Success (1 credit hour) *online   |

**12th Grade Courses** (27-28 credit hours total):

**Associate in Arts (AA):** Students will select 3 course clusters from the list below to complete a minimum of 27 credit hours remaining for the AA degree.

**Associate in Science (AS):** Students will take a combination of the following courses and also select one course cluster from the list below to complete a minimum of 27 credit hours remaining for the AS degree. Some upper-level science and math courses may be online through CCC depending on student numbers.

Science: CHM 151 – General Chemistry I (4 hours)  
CHM 152 – General Chemistry II (4 credit hours)  
BIO 112 -- General Biology II (4 credit hours)

Math: MAT 172 – Pre-Calculus Trigonometry (4 credit hours)  
MAT 152 -- Statistical Methods I (4 credit hours)

**CCP Choice Clusters:**

Business Cluster: ECO 252 -- Macroeconomics (3 credit hours)  
BUS 115 -- Business Law I (3 credit hours)  
BUS 137 -- Principles of Management (3 credit hours)

Education Cluster: EDU 144 -- Child Development I (3 credit hours)  
EDU 145 -- Child Development II (3 credit hours)  
EDU 216 -- Foundations of Education (3 credit hours)  
EDU 221 -- Children with Exceptionalities (3 credit hours)

Spanish Cluster I: SPA 111/SPA 181 -- Elementary Spanish I plus lab (4 credit hours)  
SPA 112/SPA 182 - Elementary Spanish II plus lab (4 credit hours)

Spanish Cluster II: SPA 211/SPA 281 -- Intermediate Spanish I + lab (4 credit hours)  
(Prerequisite: SPA Cluster I) SPA 212/SPA 282 -- Intermediate Spanish II + lab (4 credit hours)

STEM Cluster: CIS 115 -- Intro to Programming and Logic (3 credit hours)  
CSC 151 -- Java Programming (3 credit hours)  
MAT 271 -- Calculus I (4 credit hours)

## **Advanced Placement Program**

Advanced Placement (AP) courses are the most rigorous that we offer at Pinnacle Classical Academy. The AP program is a challenging academic program designed to provide motivated high school students with college-level academic courses. The AP program is a cooperative educational endeavor between secondary schools and colleges and universities and is considered a standard for academic excellence in the U.S.

These courses replace traditional courses required for graduation and also provide an opportunity to earn college credit. AP courses are designed to mimic the class material, instructional methods, academic skills, and assessments found in the most up-to-date college courses. AP courses provide a challenging educational program that prepares students for selective universities and colleges. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. Universities in more than 60 countries recognize AP Exam scores in the admission process and/or award credit and placement for qualifying scores.

## **Elective Courses**

A classical education teaches students how to think and reason critically and our elective courses are a key part of that process. The electives we offer are language intensive and help train the mind to analyze and draw conclusions. These courses demand self-discipline and help produce literate, curious, and intelligent students.

### **Other Electives**

Students will be able to choose from several different electives. Classes will be based on overall student interests and availability, and may vary from year to year.<sup>10</sup>

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<sup>10</sup> Please see your grade level's current Pathway Selection sheet for courses that will be potentially offered each year.

## Four Year Planning Guide

| 9th Grade  | 10th Grade                  |
|--|-----------------------------|
| English I  | English II                  |
| Math I OR Math II  | Math II OR Math III         |
| Science  | Science                     |
| History  | History                     |
| Health/PE  | Latin II <sup>11</sup>      |
| Latin I  | Logic & Rhetoric            |
| Elective   | Elective                    |
| Elective   | Elective                    |
| 11th Grade   | 12th Grade                  |
| English III OR AP Language & Composition   | English IV OR AP Literature |
| Math III OR MAT 171/172  | Advanced Math               |
| Science  | Science                     |
| History  | History                     |
| Elective (Latin III Honors highly recommended for students applying to competitive colleges) | Elective (PCA)              |
| Elective (PCA or CCP)  | Elective (PCA or CCP)       |
| Elective (PCA or CCP)  | Elective (PCA or CCP)       |
| Elective   | Elective                    |

Note: High School level Spanish I may have been taken in the 8th grade; some students may take Math I in 8th grade.

## Course Offerings:

### English

**English I (Honors):** In English I, grammar, writing, and literary analysis is emphasized. Students read a variety of genres of fiction and nonfiction, as well as poetry to get a basic understanding of all literature. Students complete comprehensive grammar study ranging from parts of speech to complex sentence construction. Students will write throughout the course starting with paragraph construction and building to the mastery of informative essay writing. While reading comprehension is important, this class will focus heavily on literary analysis through the study of literature. Mastery of all skills is the focus and goal of the course.

- ✓ This is one of four English courses required for graduation.

**English II (Honors):** In English II, students study both classical and contemporary world literature, as well as Shakespearean sonnets and a play. They build upon their understanding of literary concepts, elements, genres, and terms and apply those understandings to the interpretation of world literature. Students examine literary works in a cultural time and context to appreciate the diversity and complexity of world issues. They learn how literature can grow from historical and cultural contexts, including oral traditions and political conditions. They also connect global ideas to their own experiences. Students also create clear and coherent written work that conveys an argument. They learn how to support their claims using text-based analysis.

- ✓ This is one of four English courses required for graduation.

**English III (Honors):** In English III, students study U. S. literature, including how the literature reflects the culture and history of our nation. In addition to studying a literary work as being situated in a cultural time and place, English III students also study the connections of themes, ideas, and movements in United States literature across time. The study of United States literature may be organized by literary and historical periods or by a thematic approach, but students should read and understand representative works from the colonial, romantic, realistic, modern, and contemporary eras.

- ✓ This is one of four English courses required for graduation.

**AP English Language and Composition:** In AP English Language and Composition, students study the skills and strategies typically taught in most first semester college English courses.

Principally, the course is a study in Rhetoric, Argumentation, and Persuasion (spoken, written, and visually depicted). Students become skilled readers of primarily non-fiction prose written in a variety of rhetorical contexts. They also become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among writers' purposes, audiences' expectations, and subjects' natures, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students will have the opportunity to take the College Board AP exam at the end of the course in order to potentially earn college credit.

- ✓ Recommend: English II EOC at Level IV or V, and student interest and self-motivation.
- ✓ This course is one of four English courses required for graduation.

**English IV Honors:** This course stresses augmentative communication that involves defining issues and proposing reasonable resolutions. Students study British literature, including how to the literature of Great Britain has influenced the literature of the United States.

- ✓ This course is one of four English courses required for graduation.

**AP English Literature and Composition:** An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. This course contains an extensive reading list.

- ✓ Recommend: English II EOC at Level IV or V, and student interest and self-motivation.
- ✓ This course is one of four English courses required for graduation.

## World Language

**Latin I:** In Latin I, students learn the grammar and syntax in the first half of *Wheelock's Latin*. Students also learn about Roman history, mythology, and culture.

- ✓ This is one of two world language courses required for graduation.

**Latin II:** In Latin II, students learn the grammar and syntax in the second half of *Wheelock's Latin*. Students also learn about Roman history, mythology, and culture.

- ✓ This is one of two world language courses required for graduation.



**Latin III Honors:** In Latin III, students review the grammar and syntax in *Wheelock's Latin* and translate Latin authors.

- ✓ This course is strongly recommended for students who are applying to competitive colleges.

## Mathematics

**Math I (Honors):** The purpose of the Math I course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of 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 the geometric experiences in the middle grades, students explore more complex geometric situations and deepen their understanding of geometric relationships, moving toward formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- ✓ This is one of four math courses required for graduation.
- ✓ Successful completion of this course requires a passing score in the class and a Level III or higher on the state mandated Math I EOC. The Math I course may be completed in the eighth grade.

**Math II (Honors):** 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. In addition to these thematic strands, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences, and justifying conclusions. 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. Appropriate technology from manipulatives to calculators and dynamic geometry software is used regularly for instruction and assessment. Successful completion of this course requires a passing score in the class and on a state-designed comprehensive final exam.

- ✓ This is one of four math courses required for graduation.

**Math III (Honors):** Math 3 extends the concepts learned in Math I and Math II. Topics include algebraic concepts such as the complex number system, inverse functions, conics and circles, trigonometric functions and the unit circle. 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. Appropriate technology from manipulatives to calculators and dynamic geometry software is used regularly for instruction and assessment. Successful completion of this course requires a passing score in the class.

- ✓ This is one of four math courses required for graduation.
- ✓ Requires successful completion of Math II.

**Advanced Math (Honors):** This course will be offered to students who have taken Math I, II, and III. This course focuses on the key mathematical concepts needed for students to be ready to undertake post-secondary academic coursework, or career-specific training. The course addresses standards throughout high school, including algebraic reasoning, geometric modeling, and statistical analysis.

**AP Statistics:** AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

## **Logic and Rhetoric**

**Logic:** Logic, the art and science of reasoning, directs the operations of the mind in the attainment of truth. In this class, students learn the principles of logic as developed by Aristotle and explore logical arguments in a range of writers, including Plato, other classical philosophers, and America's founders. This course, typically taken in tenth grade, is a requirement for graduation.

**Rhetoric:** Rhetoric is the art of written and oral expression. During this class, students learn the principles of rhetoric as developed by Aristotle and other classical writers, and study a number of speeches by America's founders: Students who take rhetoric also write and present a rhetoric thesis on a STEM-related topic; as mentioned in the school's charter application, "The senior rhetoric thesis, a course required for graduation, will be the capstone of the school's curriculum.

This involves students investigating a topic within their STEM focus and presenting written and oral arguments to a panel of judges." Beginning with the class of 2023, this course will be required of all students in grade 12.

## Physical Education

**Health/Physical Education I:** This course is required by the state of North Carolina for high school graduation and must include instruction in both health and physical education. Topics include: Adult, child and infant CPR, responding to an emergency, first aid basics, assessing personal health status, stress management, interpreting and analyzing the importance of various health risks, nutrition/weight management, substance abuse, personal fitness skills, recreational dance and game/sport skills.

- ✓ This course is required for graduation.

## Science

**Earth and 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 honors course covers the earth/environmental science curriculum in greater depth.

- ✓ This course is one of three science courses required for graduation.

**Biology (Honors):** Biology is designed to continue student investigations and deepen student understanding of the biological sciences. Topics include the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms.

- ✓ This course is one of three science courses required for graduation.

**Physical Science:** Physical Science provides a rich knowledge base to provide a foundation for both chemistry and physics. Topics include the structure of atoms, properties of matter, motions and forces, and conservation of energy.

**Chemistry (Honors):** Chemistry I 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 regular level version) satisfies the state graduation requirement for physical science.

**AP Environmental Science:** AP Environmental Science is a rigorous college-level course focusing on the following topics: Earth's systems (Earth Science, atmosphere and biosphere, water and soil), the living world (ecosystems, energy and cycles), population dynamics, land and water use, energy resources and consumption, pollution and global change. It is expected this college-level course will require greater amounts of time and effort on the part of the student. Descriptive and experimental laboratory experiences will be assigned to provide maximum opportunity for students to learn a variety of skills and concepts. More information is available on the College Board website: [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com).

## Social Studies

**World History (Honors):** World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. This course satisfies the World History graduation requirement and will be taken in the ninth grade.

- ✓ This course is one of four social studies courses required for graduation.

**Civics and Economics (Honors) - The Founding Principles, Civics and Economics:** Civics and Economics provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under two strands – Civics and Government and Economics. The Civics and Government strand is framed to develop students' increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic strand is framed to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. Taken together, these strands should help to prepare students to become responsible and effective citizens in an interdependent world.

- ✓ This course is one of four social studies courses required for graduation.

**Personal Financial Literacy:** Financially literate people use their knowledge and understanding of economics, money, credit, saving, investing, budgeting, etc. to make informed decisions about their personal finances. From everyday spending to long-term financial planning, effective management of money, credit, savings, and investments requires individuals to use their financial knowledge to plan for and further personal goals. In today's automated global society financial literacy expands beyond balancing a checkbook and budget sheet. Financial literacy requires individuals not only be competent and fluent in personal finance but to also have a competent knowledge and understanding of national and global economics as well.

- ✓ This course is one of four social studies courses required for graduation.

**AP US Government and Politics:** AP U.S. Government and Politics provides a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in political science disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Students will have the opportunity to take the College Board AP exam at the end of the course in order to potentially earn college credit.

- ✓ Recommend: 7<sup>th</sup>/8<sup>th</sup> Grade Reading EOG and 8<sup>th</sup> Grade Science EOG at Level IV or V, and student interest and self-motivation.
- ✓ This course is one of three science courses required for graduation.

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

- ✓ This course is one of the history courses required for graduation.
- ✓ American History II will be offered for students taking this course during their Junior year.

**American History II-The Founding Principles (Honors):**

This course will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential

standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world. Throughout the course work, students will be introduced to the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments and reasoning.

- ✓ This course is one of the history courses required for graduation.

**AP US History:** United States History is a survey course that begins with the national period and the administration of George Washington and continues to current times. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. Students will have the opportunity to take the College Board AP exam at the end of the course in order to potentially earn college credit. AP US History is a one year course, regardless of when the student entered 9th grade. Students who enter 9th grade in the school year 2012-13 or later will need to take an additional social studies elective in order to meet the graduation requirement of four social studies credits. It is expected this college level course will require greater amounts of time and effort on the part of the student. Students will address the higher level thinking skills or historians' habits of mind and themes common to Advanced Placement social studies classes. More information is available on the College Board website: [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com).

- ✓ This course is one of the history courses required for graduation.
- ✓ Recommended: Level IV or V on English II EOC, and student interest and self-motivation.

## Electives

**Web Design:** This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production and webpage design. Communication and critical thinking are reinforced through software applications. Simulations, projects and teamwork activities provided opportunities for application of instructional competencies.

**Microsoft Office:** Students will learn to create, edit, organize and share a virtual notebook. Students will learn to use a version of Microsoft Word, PowerPoint, and Excel in order to create, enhance and customize and share documents. Students who complete this course will have the opportunity to achieve Microsoft certifications.

**Band I:** Band is a comprehensive program following middle school band instruction. There will be a continuation of the fundamentals skills. Instrumental performance skills will be emphasized. This program will challenge students musically, intellectually, and technically.

**Band II:** Band II is a continuation level course for students with 2 or more years of previous band experience at the secondary level. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, rehearsal, and performance of intermediate level band music.

**Band III:** Band III is a continuation level course for students with 3 or more years of previous band experience at the secondary level. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, rehearsal, and performance of advanced level band music.

**Band IV:** Band III is a continuation level course for students with 4 or more years of previous band experience at the secondary level. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, rehearsal, and performance of advanced level band music.

**Chorus:** This is an introductory level course for students with little to no choral music experience. Time is spent on proper vocal technique, including breathing, tone quality and sight reading. Students have an opportunity to perform at local and regional chorus competitions. Good attendance and participation in performances are required.

**Visual Arts:** This course will introduce students to basic artistic skills. It will develop an understanding of the elements and principles of design. Students will participate in art history research and criticism, as well as a number of studio projects including (but not limited to) drawing and painting to develop their ability to communicate creatively. Students will be expected to maintain a sketchbook practice throughout the year.

**Visual Arts II:** This course will expand upon information learned in Visual Arts I, and students will delve further into individual and collaborative artistic skill development. Visual Arts II will focus on applying the Elements of Art and Principles of Design to create originally expressive artwork. Studio projects will include drawing, painting, ceramics, and printmaking, among other media explorations. Students will be expected to maintain a sketchbook practice throughout the year.

**Visual Arts III:** This course will build on the two prerequisites of Visual Arts I and II, furthering students' experience with multiple media in Art making. Students will produce at least one cohesive series of work, combining skills from previous years, still relying on group, instructor, and personal criticism in the process. Beginning at the Visual Arts III level, students will also implement more writing into their personal artistic repertoire; each student will draft a personal Artist Statement, based on research, reflection, and writing. As in Visual Arts I and II, students will be required to maintain a personal sketchbook throughout the course, but will also have a small written component each quarter as well.

**Visual Arts IV:** This course will expand upon knowledge, skills, and experiences gleaned from Visual Arts I-III, allowing students to showcase their personal interests and talents. Furthering the written component of Visual Arts III, students will begin the course with a personal Artist Statement, before picking their first assignment. This course is far more learner-driven, as the student is responsible for more of his/her own selections of projects and media. By the end of the course, students will have a project portfolio that includes two separate portions, showcasing breadth and concentration. Students will also reformulate their Artist Statement by the end of the course, reflecting on their personal growth and future artistic goals. This course would ideally be a set-up for an AP type of Studio Course, and/or a good preparation for an entry-level Fine Arts course at the college/university level. The sketchbook requirement for Visual Arts IV serves to help prepare and plan the projects done in class, rather than separate drawings, as seen in previous courses.

**Foundations of American Political Thought:** This is an intensive seminar of the principles and practices of America's founders. Through this course students will examine how American revolutionaries struggled to develop new ideas about rights, liberty, equality, federalism, etc. This course will then be further expanded to examine political philosophy from the 17<sup>th</sup> century to the present with emphasis on various political and social developments.



**Great Books:** Great Books is an elective literature course designed to introduce students to some of the most enduring works of world literature. Students will read and discuss works in a variety of genres, including novels, biographies, and poems.

**Computer Science:** In this course, students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses.

**AP Computer Science Principles (AP CSP):** Computer Science Principles is a rigorous course that introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. The course covers a broad range of foundational topics including: programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing.

**Yearbook:** 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. At some schools, this may be a two-semester course earning one unit per semester.

**Ethics, Economy and Entrepreneurship (dual enrollment: University of Arizona / PCA):** This course is designed for high school students who want to go beyond basic state standards for economics. Students will come away better prepared for college, but also for the ethical challenges that go with careers in business, or in law, politics, education, or journalism. The curriculum for this course is an evolving collaboration between individual high school teachers and University faculty. The course textbook comes with additional definitions, videos, podcasts, and articles in its online resource library. Students who successfully complete the course will have 3 University of Arizona academic credits.

## Associate Degree through Cleveland Community College

**ENG 111 - Writing and Inquiry:** This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

**ENG 112 - Writing and Research:** This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

*Prerequisite: ENG 111 - Writing and Inquiry*

**ACA 122 - College Transfer Success:** This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

*This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

**SPA 111 - Elementary Spanish I:** This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic

listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

*This course has been approved for transfer under the CAA and ICAA as a General Education course in Humanities/Fine Arts.*

**SPA 112 - Elementary Spanish II:** This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

*This course has been approved for transfer under the CAA and ICAA as a General Education course in Humanities/Fine Arts.*

*Prerequisite: SPA 111*

**MAT 171 - Precalculus Algebra:** This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

**MAT 172 – Pre-Calculus Trigonometry:** This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

*Prerequisite: MAT 171*

**CHM 151 - General Chemistry I:** This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course contains a lab component.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

*Prerequisite: Placement in MAT 171 or permission of instructor.*

**CHM 152 - General Chemistry II:** This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course contains a lab component.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

*Prerequisite: CHM 151*

**BIO 111 - General Biology I:** This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course contains a lab component.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

**PSY 150 - General Psychology:** This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

**SOC 210 - Introduction to Sociology:** This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

**ART 114 - Art History:** This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

**ECO 251 - Microeconomics:** This course introduces economic analysis of choices made by individuals, businesses, and industries in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

**COM 231 - Public Speaking:** This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

*This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.*

**BUS 110: Intro to Business:** This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

*This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.*

**SPA 211 - Intermediate Spanish I:** This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

*This course has been approved for transfer under the CAA and ICAA as a General Education course in Humanities/Fine Arts.*

*Prerequisite: SPA 112*

*Co-requisite: SPA 281*

**SPA 212 - Intermediate Spanish II:** This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

*This course has been approved for transfer under the CAA and ICAA as a General Education course in Humanities/Fine Arts.*

*Prerequisite: SPA 211*

*Co-requisite: SPA 282*

## **CCC Course Descriptions:**

### **Business Cluster**

## ECO-252

### Prin of Macroeconomics

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course is a Universal General Education Transfer Component (UGETC) course and has been approved to transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

## BUS-115

### Business Law I

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

## BUS-137

### Principles of Management

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

## **Education Cluster**

## EDU-144

### Child Development I

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

## EDU-145

### Child Development II

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

## EDU-216

### Foundations of Education

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different



educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

### EDU-221

#### Children with Exceptionalities

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

## **Spanish Cluster**

### SPA-211

#### Intermediate Spanish I

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved for transfer under the CAA and ICAA as a General Education course in Humanities/Fine Arts.*

### SPA-281

#### Spanish Lab III

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

### SPA-212

#### Intermediate Spanish II

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved for transfer under the CAA and ICAA as a General Education course in Humanities/Fine Arts.*

### Spanish Lab IV

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing sophistication. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

## **STEM Cluster**

### CIS-115

#### Intro to Prog & Logic

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to use top-down algorithm design and implement algorithmic solutions in a

programming language. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics.*

### CSC-151

#### Java Programming

This course introduces computer programming using the Java programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion students should be able to design, code, test, and debug Java language programs. *This course has been approved for transfer under the CAA and ICAA as a Pre-major and/or elective course requirement.*

### MAT-271

#### Calculus I

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. *This course is a Universal General Education Transfer Component (UGETC) course and has been approved to transfer under the CAA and ICAA as a general education course in Mathematics.*

## **Calculating Grade Point Average:**

Pinnacle will utilize a 10-point grading scale in all high school courses.<sup>12</sup> Certain elective courses may carry the Honors designation if the nature of the course indicates that Honors weighting is appropriate.

Grade Point Average and Course Weighting for Ninth through Twelfth Grade: In accordance to state policy, Pinnacle Classical Academy will weight Honors courses with a 4.5 and Advance

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<sup>12</sup> <http://sbepolicy.dpi.state.nc.us/policies/GCS-L004.asp?pri=01&cat=L&pol=004&acr=GCS> All high school and high school credit courses are compelled to use a 10-point grading scale.

Placement and College and Career Promise/Dual Enrollment classes as a 5.0. PCA will use the North Carolina scale to calculate GPA from numerical grades:

A: 4.0

B: 3.0

C: 2.0

D: 1.0

F: 0.0

### **Course Levels**

**Honors** – Most academic courses at Pinnacle are taught at the honors level. The content, pace, and academic rigor surpasses the North Carolina Standard Course of Study. The classes demand greater independence and a higher level of student responsibility than a traditional course. Honors courses receive an addition one-half (.5) quality point in calculating weighted GPA.

**Advanced Placement** – The AP courses are taught as university level courses and students are allowed to take the College Board AP examination in the subject in order to earn college credit. The pace of the coursework and amount of coursework is consistent with university level expectations. Students must possess a high level of maturity and academic ability to be successful in AP courses. AP courses receive an additional one (1) quality point in calculating weighted GPA.

**CCC** –CCC courses are taught by college instructors from Cleveland Community College. The scope and pace of coursework is consistent with the expectations of college students at CCC. Students must possess a high level of maturity and academic ability to be successful in CCC courses. CCC courses receive an additional one (1) quality point in calculating weighted GPA.

### **Academic Honor Code:**

Pinnacle Classical Academy students are required to uphold honesty, integrity, and truthfulness in all areas of school life. “Students are not to lie, cheat or steal nor tolerate those who do.”<sup>13</sup>

## **Academic Dishonesty and Plagiarism**

Academic Dishonesty is the deliberate and knowing misrepresentation of one’s academic work. A student is dishonest when two circumstances occur: (1) The student could reasonably be expected to know that his/her teacher would disapprove of some aspect or circumstance of the student’s academic work; and (2) the student submits work to the teacher for evaluation while hiding that particular aspect or circumstance from the teacher. To do so is clearly dishonest because the teacher will evaluate the work as what he/she understands it to be. The student has deceived the instructor by misrepresenting the work, and the evaluation has not been rightly earned.

From another perspective, academic dishonesty may be viewed as the use of unauthorized assistance in any work that is to be evaluated –“unauthorized” meaning that the professor would not approve of the form of assistance received and is unaware of its use. The student is being dishonest if he/she deliberately hides this assistance from the teacher while knowing the instructor would not approve of this assistance. If the teacher is unaware of the assistance that has been received he/she will evaluate the work as being entirely the student’s own. Thus, the evaluation has not been fairly earned by the student. Furthermore, any student who knowingly gives unauthorized assistance is also guilty of academic dishonesty.

On tests and examinations academic dishonesty occurs when a student receives any assistance that the teacher has not expressly permitted. It may take the form of looking on another student’s test paper or bringing into the test site any information or materials not expressly permitted by the teacher. Both of the above definitions of academic dishonesty apply: the student has misrepresented the test as being entirely his/her own work. Furthermore, the student has received unauthorized assistance.

On research papers, reports and other written assignments a form of academic dishonesty is plagiarism, which is the use of someone else’s information or exact words without properly “documenting” or identifying that source. Whenever someone else’s exact words are used those words must be properly punctuated as a quotation and the source fully identified. Also, any information or ideas that have been taken from a source other than the student’s own personal knowledge “book, article, interview, etc.,” must be properly documented, even though the student may be rephrasing the information in his/her own words. A student should not hesitate to consult the teacher about any question or uncertainty regarding proper documentation or research information.

A teacher may often allow and even encourage students to work together on assignments or receive assistance from other students, other faculty members, other staff members, friends, family or others. However, if the teacher has not expressly allowed such assistance and expects the assignment to be done entirely by the student, to do otherwise would be dishonest. The student should consult the teacher if there is any doubt about outside assistance being permitted.

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<sup>13</sup> The PCA Academic Honor Code is derived from Gardner-Webb University’s undergraduate Honor Code. <http://www.gardner-webb.edu/Assets/gardnerwebb/shared/files/student-life/undergraduate-student-handbook.pdf>

Ultimately, academic dishonesty amounts to deliberately hiding something from the teacher. So the best advice is this: whenever in any doubt, consult the teacher.

## **UNC Minimum Admissions and Course Requirements**

### **UNC Minimum Admission Requirements**

All applicants for first-time admission as freshmen must meet minimum high school grade point average (GPA) and Scholastic Assessment Test (SAT) or American College Test (ACT) scores.

For students entering in Fall 2013 and beyond, the minimum SAT score is 800 (mathematics and critical reading) and the minimum ACT composite score is 17.

The minimum high school cumulative weighted GPA is 2.5 for students entering in Fall 2013 and beyond.

### **UNC Minimum Course Requirements for Undergraduate Admission**

To be considered for admission, students must submit scores for the SAT I or the ACT with the writing component - the ACT without the writing component will not be accepted.

Students applying to a UNC school must complete the following high school courses:

#### **Language**

Six course units in Language, including English I, II, III, IV and two units in a language other than English

#### **Mathematics**

Four course units in Mathematics:

- Math I, Math II, and Math III, and a 4th Math course beyond Math III.

It is recommended that prospective students take a mathematics course in the 12th grade. (The fourth unit of math affects applicants to all institutions except the NC School of the Arts.)

The following math courses with Math III as a prerequisite meet the UNC minimum course requirements: AP Calculus, AP Statistics, Pre-Calculus (formerly Advanced Math), Discrete

Mathematics, IB Mathematics Level II and Advanced Functions and Modeling.

### **Science**

Three course units in Science, including at least one unit in a life or biological science (Biology); at least one unit in physical science (Physical Science, Chemistry or Physics); and at least one laboratory course.

### **Social Studies**

Two course units in Social Studies, including one unit in U.S. History.

## **Driver's Education:**

Driver Education classes are offered at the high school after the school day and during the summer. Students must be 14 1/2 years old in order to enroll in a Driver Education class. This course receives no high school credit. Criteria for enrolling in driver's education are listed below:

- To take course, student must be 14 and must be passing 5 of 6 year long classes or 3 out of 4 block classes
- To get a permit, student must successfully complete driver's education class and be passing 5 of 6 classes.
- Pinnacle Classical Academy does NOT offer drivers education. Students should contact their home high school to enroll.

Why would a Driving Eligibility Certificate be revoked? There are three reasons why a Driver Eligibility Certificate could be revoked:

**Dropping out of school prior to age 18:** As of August 1, 1998, any public, private, federal, home-schooled, or community college student under age 18 who does not make adequate academic progress or drops out of school will have their driving permit or provisional license revoked (§ 20-11). Under the Dropout Prevention Guidelines, a dropout student is one who has withdrawn from school before the end of the academic term and whose enrollment in an educational setting cannot be verified for 30 days. Parents should be notified in writing that the student's Driver Eligibility Certificate will be revoked. Parents may submit a hardship request to the principal or designee to maintain the student's Driving Eligibility status.

**Disciplinary Action:** Disciplinary action includes an expulsion, a suspension for more than 10 consecutive days, or an assignment to an alternative educational setting for more than 10 consecutive days. (§ 20-11(n1)) Under the Lose Control/Lose License guidelines, the Driving Eligibility Certificate is revoked for one year. Unlike the Dropout Prevention guidelines that end when a student turns age 18, the revocation of a Driving Eligibility Certificate for disciplinary action can extend beyond age 18 if the disciplinary action took place during the time the student was age 17.

**Not making Adequate Academic Progress:** At the end of each semester, students not passing 70% of the maximum possible courses are identified. Parents are notified that the student is not making adequate academic progress and have the option of submitting a hardship request to the principal or principal's designee to maintain the student's Driving Eligibility status. Once a student's license is revoked for failure to make adequate academic progress; the student's academic record will be evaluated at the end of the next grading period for possible reinstatement of the driving license.

The information in this catalog is true and accurate to the best of our knowledge. Requirements and course offerings may change due to requirements of the NC State Board of Education and/or the Pinnacle Classical Academy Board of Directors. Errors and omissions will be corrected at the earliest possible time.