

*Dare to Soar*



**PINNACLE**  

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**CLASSICAL ACADEMY**

# **HIGH SCHOOL COURSE CATALOG**

**2022-2023**

## **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 minimum requirements. It is strongly recommended that students complete a math credit every year, a science credit every year, and at least three world language credits.

	Class of 2023	Class of 2024
<i>Possible Credits</i>	32	32
<i>Credits Required for Graduation</i>	27	28

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

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<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>  (4 Credits)	English I, II, III, IV  (or English I, II and appropriate AP courses)
<b>Math</b>  (4 Credits)	Math I, II, III, plus a 4th Math. <u>It is strongly recommended that a math course be taken every year.</u>  (or Math I, II, III, plus appropriate AP and/or CCC courses, or PCA courses)
<b>Science</b>  (3 Credits)	Earth/Environmental, Biology, plus a physical science, a fourth science is highly recommended. <u>It is strongly recommended that a math course be taken every year.</u>  (or appropriate combination of AP and CCC courses)
<b>Social Studies</b>  (4 Credits)	Prior to 2020-2021: <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> Effective 2020-21 <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> 2020-2021 and beyond: <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> (or appropriate combination of AP and CCC courses)
<b>World Languages</b>	Latin I and Latin II are required; Latin III Honors is highly recommended

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

### Promotion for Class of 2023

- 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 27 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.

### 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>4</sup>

### **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

The Valedictorian will be the senior with the highest weighted GPA at the conclusion of the senior year. The Salutatorian will be the senior with the second highest weighted GPA based on final grades.

### **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.

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<sup>4</sup> <http://sbepolicy.dpi.state.nc.us/policies/GCS-C-003.asp?pri=01&cat=C&pol=003&acr=GCS>

- 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.)

## Future-Ready Course of Study

Please see the DPI website for Future-Ready Course of Study graduation requirements for your graduation year. It is different for different years!

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

## 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.**

See page 35 of the CCP Operating procedures for qualifying scores:

[https://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/section14\\_2020fa-\\_final\\_version-\\_2-4-21.pdf](https://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/section14_2020fa-_final_version-_2-4-21.pdf)

## Add/Drop Policy

Students and parents should give serious consideration when selecting courses for the upcoming school year. **Once a semester has started, students will have 5 days to withdraw from a course**



and register for another one.<sup>5</sup> Students will not be allowed to withdraw from any courses including CCP courses after this five day period.

### **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 begin on the Associate in Arts (AA) College Transfer Pathway through CCC. Students wishing to pursue the Associate in Science (AS) will make this change after junior year.

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/>

The CCC Student Handbook can be found on the CCC homepage (<https://clevelandcc.edu/>). Scroll to the bottom of the page and click on “Academic Bulletin and Student Handbook.”

### **Eligibility For CCP (College) Courses**

**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.**

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<sup>5</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.

See page 35 of the CCP Operating procedures for qualifying scores:

[https://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/section14\\_2020fa-final\\_version-2-4-21.pdf](https://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/section14_2020fa-final_version-2-4-21.pdf)

Parents are required to read and sign a CCP Parent Contract before students can be enrolled in college courses. See below.

### **Career and College Promise (CCP) Parent Contract**

By signing this form, the student and parent/guardian understand and acknowledge the following policies and eligibility requirements:

#### Academics:

- 1) Students must earn a grade of “C” or better for a course to count towards a degree at CCC and to transfer to a four-year college or university.
- 2) Students are required to follow the course sequencing policies related to their approved pathway(s). This may mean that students will not be able to take all courses offered if they were not successful in the prerequisite course.
- 3) To maintain eligibility for college classes, a student must make progress towards high school graduation AND maintain a 2.0 GPA in college coursework (college GPA is unweighted). A student who falls below 2.0 GPA will be subject to CCC’s policy for satisfactory academic progress. (See CCC Student Handbook for additional information.)
- 4) Final grades from college courses will be included on the PCA high school transcript. Grades will affect both CCC and high school GPA.
- 5) CCC classes will not be on high school progress reports. It is the student’s responsibility to keep up with progress.
- 6) Parents and/or guardians cannot be given access to their child’s student accounts (Blackboard, MyCleveland, etc.).
- 7) PCA staff do not have access to student grades or attendance for college courses.

#### Schedules/Attendance:

- 8) CCC classes taught on the CCC campus and some online courses may have a different start date and follow a different academic calendar than CCC classes taught on campus at PCA. Students are responsible for attending even when the schedule varies.
- 9) CCC does not recognize or distinguish between excused and unexcused absences. It is the student’s responsibility to contact instructors and keep up with work.

#### General:

- 10) Students may only register for courses within their approved pathway(s). (See link for admission requirements for each pathway.)
- 11) Course Withdrawals: Students may not drop/withdraw from a CCC course after the first five days of the PCA semester. Students who are dropped by an instructor due to attendance will receive a failing grade in the course on the high school transcript.
- 12) It is the responsibility of the student to have books, supplies, and transportation for class. Courses taught on PCA campus may have books supplied by PCA.
- 13) Classes taken through CCC are college courses and are taught at the college level. Some courses may contain sensitive or controversial content and require students to take a mature approach to class material.
- 14) Students with an IEP (Individualized Education Plan) requesting accommodations must submit disability information to Nedra Maddox at CCC ([maddox@clevelandcc.edu](mailto:maddox@clevelandcc.edu)) in order to determine appropriate accommodations under Section 504 or ADA, which may differ from IDEA.
- 15) Contact person for all issues related to college classes is PCA's assigned Career Coach, Mrs. Katie McDaniel: [mcdanielk148@clevelandcc.edu](mailto:mcdanielk148@clevelandcc.edu) and 704-669-4056.

I give permission for my child, \_\_\_\_\_, to enroll in college classes through Cleveland Community College.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## College Transfer Courses

### **11th Grade Courses for the AA** (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>MUS 110 -- Music Appreciation (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):

PCA will offer CCC courses that will satisfy the remaining 27 hours (minimum) required to complete an AA or AS degree. Specific courses offered may vary based upon student interest.

**Students seeking transfer to other institutions are urged to seek information and advice from admissions officers at those institutions prior to enrollment in classes designed for college transfer. Requirements at any institution are subject to change, and students are urged to seek the most current information available.**

**Associate in Arts (AA):** Students must select CCP courses from those offered to complete a minimum of 27 credit hours remaining for the AA degree.

**Associate in Science (AS):** Students wishing to pursue the AS will take at minimum the following courses required for the AS degree. Additional courses will be selected to complete the minimum of 27 credit hours remaining for the AS. Upper-level science and math courses may be online through CCC depending on student numbers. These courses must be taken and passed successfully (C or higher) prior to or concurrently with any other courses offered. Students may select from other CCC courses offered at PCA or online through CCC to complete the total 60 hours required for the degree.

Required:

Science: BIO 112 -- General Biology II (4 credit hours)

Math: MAT 172 – Pre-Calculus Trigonometry (4 credit hours)

Optional:

CHM 151 – General Chemistry I (4 hours)

CHM 152 – General Chemistry II (4 credit hours)

MAT 152 -- Statistical Methods 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>6</sup>

### **Four Year Planning Guide**

<b>9th Grade</b>	<b>10th Grade</b>
English I	English II
Math 2	Math 3
Science	Science
History	History
Health/PE	Latin II <sup>7</sup>
Latin I	Logic & Rhetoric (through class of 2022); Logic (beginning with class of 2023)
Elective	Elective
Elective	Elective
<b>11th Grade</b>	<b>12th Grade</b>
English III OR AP Language & Composition	English IV OR AP Literature

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<sup>6</sup> Please see your grade level's current Pathway Selection sheet for courses that will be potentially offered each year.

<sup>7</sup>

Math 4 OR MAT 171 (CCC)	Math Elective
Science	Science
History	History
Elective (Latin III Honors highly recommended for students applying to competitive colleges)	Rhetoric (beginning with class of 2023)
Elective (PCA or CCP)	Elective (PCA or CCP)
Elective (PCA or CCP)	Elective (PCA or CCP)
Elective (PCA or CCP)	Elective (PCA or CCP)

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 and Latin IV Honors:** In Latin III and Latin IV, 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.

**Spanish I:** Spanish I introduces students to the basic communication skills of speaking, listening, reading and writing with emphasis on speaking and listening. Students study extensive grammar, vocabulary and culture.

**Spanish II:** PREREQUISITE(s): Spanish I

The goal of Spanish II is to help students further develop the ability to understand and use both the spoken and written forms of Spanish. The study of grammar, which began in Spanish I, emphasizes verbs, verb tenses, pronouns and vocabulary as a means of learning to communicate better. Students use Spanish in class for conversations and discussions. They also learn more about Spanish customs and daily life.

**Spanish III and IV Honors:** PREREQUISITE(s): Recommended grade of 80 or higher in Spanish II Students continue developing skills learned during the first two years of the language with the addition of advanced grammar and vocabulary to improve their ability to communicate



orally and in writing. Emphasis is placed on reading as a means of learning more about the history and culture of the countries where the language is spoken.

**French I:** introduces students to the basic communication skills of speaking, listening, reading and writing with emphasis on speaking and listening. Students study extensive grammar, vocabulary and culture.

**French II:** French I The goal of French II is to help the student further develop abilities to understand and use both the spoken and written forms of French. The study of grammar, which began in French I, emphasizes verbs, verb tenses, pronouns and vocabulary as a means of learning to communicate better. Students use French in class for conversations and discussions. They also learn more about French customs and daily life. from a previous experience, the teacher may recommend the appropriate instructional level. It is highly recommended that enrollment occur in three or more consecutive years with the senior year concluding the study.

## 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.

**Math IV Honors:** The primary focus of this course is on functions and statistical thinking, continuing the study of algebra functions, trigonometry and statistical concepts previously experienced in NC Math 1, 2, and 3. Upon completion of this course, students will be prepared for college level algebra and statistics, Precalculus, or other advanced math courses.

**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.

**AP Calculus AB:** This course will be offered online through the North Carolina School of Science and Mathematics. In this course students will explore the concepts, methods, and applications of differential and integral calculus. Students will work to understand the theoretical basis and solve problems by applying their knowledge and skills. In this course students will learn the following skills:

- Determining expressions and values using mathematical procedures and rules

- Connecting representations
- Justifying reasoning and solutions
- Using correct notation, language, and mathematical conventions to communicate results or solutions

## 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.

**AP Biology:** AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Students will follow an approved syllabus through College Board for this course.

#### **Anatomy and Physiology – Honors**

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

**Physics (Honors):** This course will be offered online through the North Carolina School of Science and Mathematics. This course combines both “conceptual” and “mathematical” approaches to learning physics. The course covers mechanics (Newton’s laws of motion and their applications) and will potentially include waves, electricity, and optics. Students will learn to solve real problems by investigating real systems. Students will design experiments, use accurate measuring equipment and construct and test conclusions based on accurate data.

**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 designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions.

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

**Founding Principles of the United States of America and North Carolina: Civic Literacy**  
This course allows students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government.

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

**Economics and Personal Finance (Honors):** This course will help students understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

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

**American History (Honors):** This course explores the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups.

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

**AP US History:** In AP US History, students study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. More information is available on the College Board website.

**AP US Government and Politics:** In this AP course, students study the key concepts and institutions of the political system and culture of the United States. Students read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project. More information is available on the College Board website.

**AP Human Geography:** The AP Human Geography course introduces the student to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Specific course details are available from the College Board at – [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

## 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.

**Microsoft Excel (Honors):** In this Introduction to Microsoft Excel training course, you gain the knowledge and skills to create and edit worksheets, use formulas and functions, sort and filter detail data visually and present summary information in a consumable and professional format.

**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 (Honors):** 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 (Honors):** 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 (Honors):** 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 (Honors):** 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.

**American Political Thought (Honors):** In American Political Thought, students gain a strong understanding of the thought of the colonial era, the American founding, and subsequent generations. Students will be responsible for reading approximately 50 pages per week.

**Great Books (Honors):** 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. This course is highly recommended for students planning to take AP Literature.



**19th Century Literature:** In this elective course, students will read works by some of the major novelists, poets, and other authors of the nineteenth century, including William Wordsworth, Herman Melville, and Fyodor Dostoyevsky.

**20th Century Literature:** In this elective course, students will read works by some of the major novelists, poets, and other authors of the twentieth century, including William Butler Yeats, William Faulkner, and Flannery O'Connor.

**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. This course will be offered every other year.

**AP Computer Science A:** AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course will be offered every other year.

**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. There is an associated enrollment fee through University of Arizona. In 2020-21 this fee was \$175.00.

## **Associates Degree through Cleveland Community College**

CCC course descriptions can be found at the following link by entering in the course name and/or number.

<https://clevelandcc.edu/courses/>

Not all courses found are offered to CCP students.

## **Calculating Grade Point Average:**

Pinnacle will utilize a 10-point grading scale in all high school courses.<sup>8</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 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

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<sup>8</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.

## Junior Marshals

Junior Marshals will be chosen based on weighted grade point calculations. Junior Marshals will be the top ranked students in the junior class.

## Course Levels

**Standard** - With parent requests, students may choose to take some or all courses at a standard level. This level of instruction will cover the NC Standard Course of Study. There is no extra weighting in Grade Point Average calculations.

**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 additional 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>9</sup>

## Academic Dishonesty and Plagiarism

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<sup>9</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>

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.

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 Requirements**

Please see this link for UNC minimum admissions requirements:  
<https://www.northcarolina.edu/future-students/admission-requirements/>

## **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.