

*Dare to Soar*



**PINNACLE**  

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**CLASSICAL ACADEMY**

# **HIGH SCHOOL COURSE CATALOG**

**2017 – 2018**

# Table of Contents

Letter from the Headmaster.....	3
North Carolina Graduation Requirements: .....	4
Pinnacle Classical Academy Graduation Requirements: .....	5
Promotion .....	6
End of Course (EOC) Test Requirements .....	7
Graduating with Honors .....	7
NC Academic Scholars Program Requirements .....	8
Curriculum Overview:.....	10
Academic Pathways .....	10
Academic Pathway Selection .....	11
Add/Drop Policy.....	11
Elective Pathways.....	11
Associate in Science Degree: .....	12
Associate in Science Curriculum.....	12
Advanced Placement Program .....	12
Advanced Placement .....	13
Elective Courses .....	13
Foreign Language .....	13
Other Electives .....	14
Grade-Level Course Offerings: Class of 2020.....	15
Grade-Level Course Offerings: Class of 2021 .....	16
Grade-Level Course Offerings: Class of 2022 .....	17
Course Type and Pathway Comparisons.....	18
Class of 2020 .....	18
Class of 2021 .....	18
Class of 2022 and Beyond.....	18
Course Offerings 2017-2018:.....	19
English.....	19
Foreign Language.....	20
Mathematics .....	21
Physical Education .....	22
Science.....	23
Social Studies .....	24
Calculating Grade Point Average:.....	27
Course Levels .....	27
Academic Honor Code:.....	28
Policy of Academic Honesty .....	28
Student Responsibilities .....	28
Teacher Responsibilities.....	28
Academic Dishonesty and Plagiarism .....	29
UNC Minimum Admissions and Course Requirements .....	30
High School Athletic Eligibility Standards:.....	31
<a href="http://www.nchsaa.org/eligibility-presentations-forms-policies">http://www.nchsaa.org/eligibility-presentations-forms-policies</a> .....	31
Pinnacle Classical Academy Athletic Eligibility Requirements .....	32
Driver’s Education: .....	33
Planning Guide for Graduation .....	34

## **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 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!

Robert W. Brown Jr.

Headmaster

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

Content Area	Courses
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>
Math	4 Credits <ul style="list-style-type: none"> <li>• Math I</li> <li>• Math II</li> <li>• Math III</li> <li>• An advanced 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>
Social Studies	4 Credits <ul style="list-style-type: none"> <li>• World History</li> <li>• Civics &amp; Economics</li> <li>• American History I or AP US History               <ul style="list-style-type: none"> <li>○ If AP US History, then a fourth Social Studies must be taken</li> </ul> </li> <li>• American History II</li> </ul>
Health & PE	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>
<b>Total</b>	22 Credits plus any local requirements

<http://www.ncpublicschools.org/docs/curriculum/home/graduationrequirements.pdf>

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<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 2021 the Pinnacle Classical Academy Board of Directors requires students to earn 26 credits in six specific areas, and meet three exit standards to receive a high school diploma. 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:

	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>
<i>Possible Credits</i> <sup>2</sup>	27 / 28	29 / 30	30 / 31
<i>Credits Required for Graduation</i>	24	26	27

<b>Academic Area</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>
<i>English</i>	4	4	4
<i>Math</i>	4	4	4
<i>Science</i>	3	3	3
<i>Social Studies</i>	4	4	4
<i>Health &amp; PE</i>	1	1	1
<i>Foreign Language</i> <sup>3</sup>	3	4	4
<i>Electives</i>	5	6	7
<b>Total</b>	<b>24</b>	<b>26</b>	<b>27</b>

<b>Academic Area</b>	<b>Appropriate Courses</b>
<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 an advanced math (or Math I, II plus appropriate AP and/or CCC courses)
<b>Science</b> (3 Credits)	Earth/Environmental, Biology, plus a physical science (or appropriate combination of AP and CCC courses)
<b>Social Studies</b> (4 Credits)	World History, Civics & Economics, American History I, II (or appropriate combination of AP and CCC courses)
<b>Foreign Language</b> (3 or 4 Credits)	Spanish I, Latin I, College Spanish I and II (Class of 2020) Spanish I, Latin I, II, and College Spanish I and II (Class of 2021 and beyond)
<b>Health / PE</b> (1 Credit)	Physical Education and Health I
<b>General Electives</b> (5 to 6 Credits)	As deemed appropriate under NC Graduation Requirements

<sup>2</sup> The possibility of the extra credit is dependent upon a student taking Math I in the 9<sup>th</sup> grade.

<sup>3</sup> The state does not differentiate between Electives and Foreign Language and considers both an elective in terms of the state's graduation requirements.

## Promotion for 2020

Students must meet the following standards in order to be promoted from one grade to the next during high school:<sup>4</sup>

- Freshman to Sophomore - Successfully complete 5 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 18 units including three courses in each of the four academic disciplines
- Senior to Graduate – Successfully complete 24 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 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 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.

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<sup>4</sup> Adjustments must be made for those students who transfer in from a school that is on a block schedule.

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

## End of Course (EOC) Test Requirements

Students must earn passing scores on three End-Of-Course tests in order to graduate: Math I, Biology, and English II.

Middle school students enrolled in courses such as Math I that require an End-Of-Course test to satisfy high school exit standards must score at or above achievement Level III on that test.

Middle school students who pass mathematics, English I, social studies, science, or foreign language courses during grades 6-8 that are described in the NC Standard Course of Study for grades 9-12 must achieve a Level III, IV, or V on the end-of-course test, if available, to meet the high school graduation requirement. 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>6</sup>

## Graduating with Honors

Pinnacle Classical Academy's high school seniors are eligible for graduation honors based on their weighted Grade Point Average (GPA). The student with the highest weighted GPA is named valedictorian while the student with the second highest weighted GPA is named salutatorian. Students must complete a minimum of 29 credits to qualify for valedictorian and salutatorian honors.<sup>7</sup> In the event of an exact numerical tie (calculated to three decimal places), co-valedictorians and/or co-salutatorians shall be chosen. 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

<sup>6</sup> <http://sbepolicy.dpi.state.nc.us/policies/GCS-C-003.asp?pri=01&cat=C&pol=003&acr=GCS>

<sup>7</sup> Beginning with the class of 2021, 28 credits will be required to qualify for either valedictorian or salutatorian honors.

## 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 current plan will remain in effect for students who entered ninth grade for the first time in or before 2002-2003. The revised 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.)



**Future Ready Core Course of Study  
2012-2013 and beyond**

<b>Credits</b>	<b>Course(s)</b>
4	English I, II, III, IV
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; The Founding Principles and American History II) or (World History, Civics/Economics, AP US History, and a College Social Studies Course)
1	Health and Physical Education
6	Two (2) elective credits in a second language required for the UNC system  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: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -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 as well as foreign language 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.

### Academic Pathways

Students and parents will be able to choose from three academic pathways or “tracks.” All pathways have been specifically designed to prepare each student for college, but with different emphases. The Advanced Placement and College Preparatory pathways afford students a number of opportunities to earn college credit and experience the academic rigors of college-level work.

- **Advanced Placement** – This pathway focuses on a series of Advanced Placement courses in each of the four core academic areas. These courses are supplemented with dual enrollment college courses taught by instructors from Cleveland Community College. Students will also take additional courses that are required for graduation.
  - 39 hours of potential AP credit and 73 hours dual enrollment credit.
  - All appropriate courses will be at the Honors and AP level (unless specified otherwise by the by the North Carolina Department of Public Instruction).
  
- **College Preparatory** – This pathway focuses on a carefully selected set of dual enrollment courses taught by instructors from Cleveland Community College. These courses are combined with traditional subject areas and courses required for graduation to provide a strong college preparatory education.
  - 73 hours dual enrollment credit.
  - All appropriate courses will be at the Honors and Dual Enrollment level (unless specified otherwise by the by the North Carolina Department of Public Instruction).
  
- **Traditional** – This pathway focuses on ensuring that students are able to graduate from high school with the requisite knowledge and skills to be productive members of society.
  - All courses will be at the Standard level.

## Academic Pathway Selection

Academic pathways are determined on a year-by-year basis. Selection of the appropriate pathway for each year is determined through a combination of parent/student choice, teacher recommendation, end of year grades, and standardized test scores. Teacher recommendation and parent/student request do not have to be the same, and both will be considered, along with end of year grades and standardized test scores when making pathway decisions.

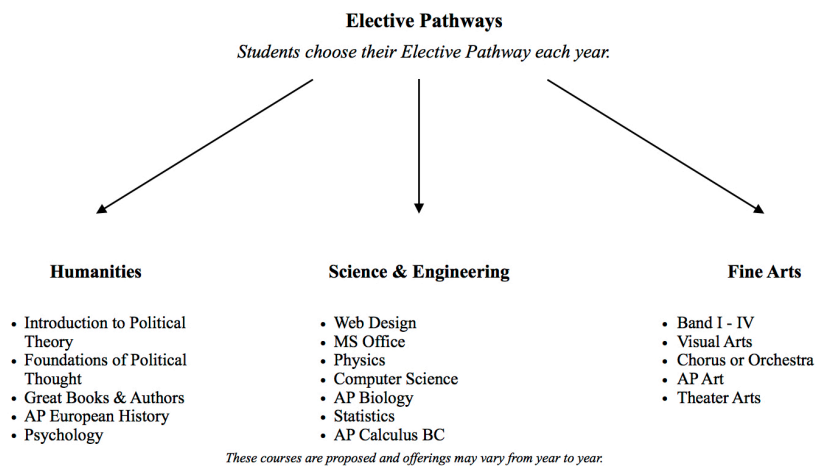
CCC requires that students test into the College Transfer Program in order to take their courses.<sup>9</sup> Administrators will meet with parents as needed to determine final pathway selection. Students who do not meet the testing requirements of the college will be placed in the Traditional Pathway.

## Add/Drop Policy

Students and parents should give serious consideration when selecting the pathway for the upcoming school year. Once a pathway has been selected, it represents a yearlong commitment and cannot be changed.<sup>10</sup> The master schedule and teacher faculty selection is based on the number of original student requests during course selection.

## Elective Pathways

Students and parents will be able to determine a number of elective courses that each student will be able to take each year. The elective courses are clustered in three Elective Pathways that roughly align with a student's interests and college needs. Courses are subject to change and may not be offered at all times.



<sup>9</sup> CCC will conduct these tests on Pinnacle's campus prior to students' junior year of high school.

<sup>10</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 Science Degree:

Students who complete either the Advanced Placement or College Preparatory pathways will potentially earn an Associate in Science degree from CCC. The college transfer program courses are designed for high school juniors and seniors to earn their 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.

### Associate in Science Curriculum

PCA Course		CCC Courses	
<b>11<sup>th</sup> Grade</b>	Mathematics (4+4) = 8 Hours	• MAT 171 – Pre-Calculus Algebra	• MAT 172 – Pre-Calculus Trigonometry
	Chemistry (4+4) = 8 Hours	• CHM 151 – General Chemistry I	• CHM 152 – General Chemistry II
	English & Spanish I (3+3+1+3+3) = 13 Hours	• ENG 111 – Writing and Inquiry • ENG 112 – Writing and Research • ACA 122 – College Transfer Success	• SPA 111 – Elementary Spanish I • SPA 112 – Elementary Spanish II
	Social Sciences (3+3+3+3) = 12 Hours	• PSY 150 – General Psychology • ART 114 – Art History	• ECO 251 – Microeconomics • COM 231 – Public Speaking
<b>12<sup>th</sup> Grade</b>	Anatomy & Humanities (5+3) = 8 Hours	• BIO 163 – Basic Anatomy & Physiology	• HUM 160 – Intro to Film
	Business & Economics (3+3+3+3) = 12 Hours	• BUS 110 – Intro to Business • BUS 115 – Business Law	• BUS 137 – Principles of Management • ECO 252 - Macroeconomics
	Cultural Arts & Spanish II (3+3+3+3) = 12 Hours	• MUS 110 – Music Appreciation • MUS 210 – History of Rock	• SPA 211 – Intermediate Spanish I • SPA 212 – Intermediate Spanish II
<b>73 Hours</b>		<b>23 Courses</b>	

## 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.

Advanced Placement courses are offered throughout high school, beginning in 9<sup>th</sup> grade. Pinnacle offers seven AP courses that span the core academic areas. The courses are carefully arranged to provide students with a breadth and depth of study in two core academic areas each year. Additional AP courses may be offered on a year-to-year basis as electives.

### **Advanced Placement Courses**

<b>Advanced Placement Course</b>	<b>Grade</b>	<b>Credit Hours</b>
World History	9 <sup>th</sup>	6 hours depending on exam score
Earth and Environmental Science	9 <sup>th</sup>	6 hours depending on exam score
U.S. History	10 <sup>th</sup>	6 hours depending on exam score
English Grammar and Composition	11 <sup>th</sup>	6 hours depending on exam score
English Literature	12 <sup>th</sup>	6 hours depending on exam score
Calculus A/B	12 <sup>th</sup>	6 hours depending on exam score
American Government	9 <sup>th</sup> / 12 <sup>th</sup>	3 hours depending on exam score
<b>7 Courses</b>		<b>39 Hours</b>

### **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.

#### **Foreign Language**

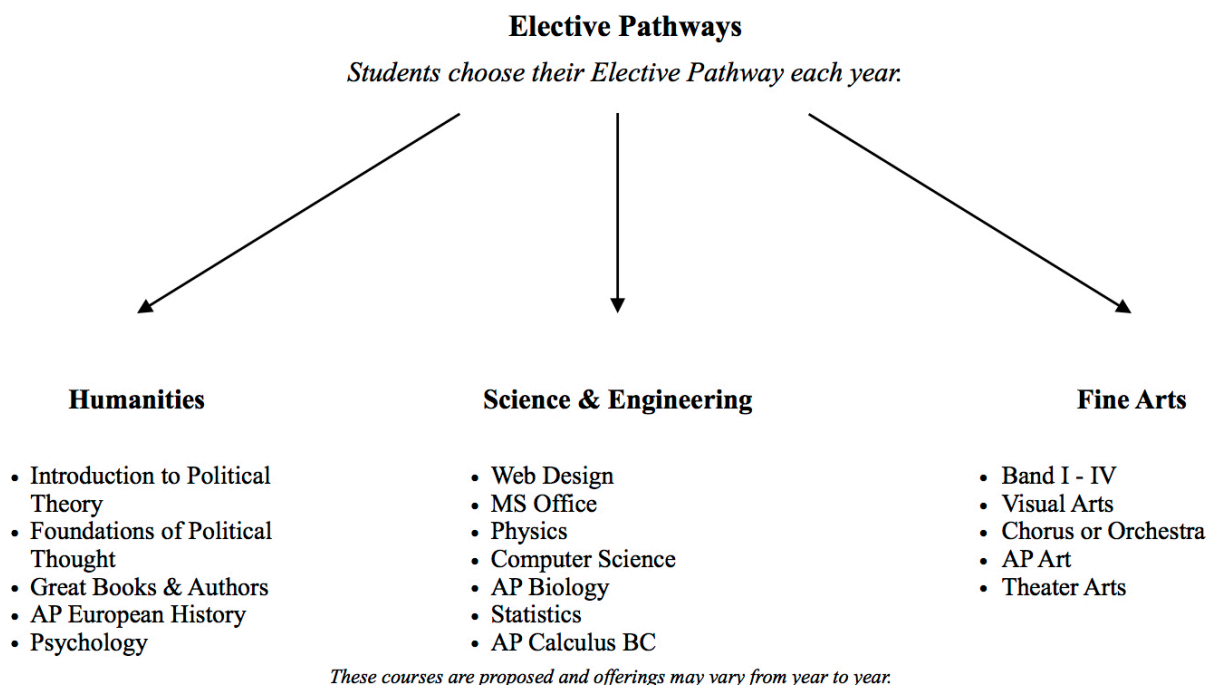
Students will take a foreign language each year they attend Pinnacle Classical Academy as part of a classical education. It is incredibly important that students are literate in more than English in light of how diverse the world around us has become.

The Class of 2020 will take Spanish I, Latin I, and College Level Spanish I and II.

The Class of 2021 and beyond will take Spanish I, Latin I and II, and College Level Spanish I and II.

## Other Electives

Students will be able to choose from three different elective pathways. Classes will be based on overall student interests and availability, and may vary from year to year.<sup>11</sup>



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<sup>11</sup> Please see your grade level's current Pathway Selection sheet for courses that will be potentially offered each year.

## Grade-Level Course Offerings: Class of 2020

### 8<sup>th</sup> Grade

	Advanced Placement	College Prep
	Math I	N/A

### 9<sup>th</sup> Grade

	Advanced Placement	College Prep
1 <sup>st</sup>	English I (H)	English I (H)
2 <sup>nd</sup>	AP World History	World History (H)
3 <sup>rd</sup>	Math II (H)	Math I (H)
4 <sup>th</sup>	AP Environmental Science	Earth & Env Science (H)
5 <sup>th</sup>	Health & PE	Health & PE
6 <sup>th</sup>	Foreign Language	Foreign Language

### 10<sup>th</sup> Grade

	Advanced Placement	College Prep
1 <sup>st</sup>	English II (H)	English II (H)
2 <sup>nd</sup>	AP US History	American History I (H)
3 <sup>rd</sup>	Math III (H)	Math II (H)
4 <sup>th</sup>	Biology (H)	Biology (H)
5 <sup>th</sup>	Logic & Rhetoric	Logic & Rhetoric
6 <sup>th</sup>	Foreign Language	Foreign Language
7 <sup>th</sup>	Elective	Elective

### 11<sup>th</sup> Grade

	Advanced Placement	College Prep
1 <sup>st</sup>	AP English Language	English III (H)
2 <sup>nd</sup>	Elective	American History II (H)
3 <sup>rd</sup>	Mathematics (CCC)	Math III (H)
4 <sup>th</sup>	Chemistry (CCC)	Chemistry (CCC)
5 <sup>th</sup>	Social Sciences / Economics (CCC)	Social Sciences / Economics (CCC)
6 <sup>th</sup>	English ACA (CCC)	English ACA (CCC)
7 <sup>th</sup>	Foreign Language	Foreign Language

### 12<sup>th</sup> Grade

	Advanced Placement	College Prep
1 <sup>st</sup>	AP English Literature	English IV (H)
2 <sup>nd</sup>	Anatomy / Humanities (CCC)	Civics & Economics
3 <sup>rd</sup>	AP Calculus A/B	Mathematics (CCC)
4 <sup>th</sup>	Business / Economics (CCC)	Anatomy / Humanities (CCC)
5 <sup>th</sup>	Civics & Economics / AP US Gov't	Cultural Arts (CCC)
6 <sup>th</sup>	Cultural Arts (CCC)	Mathematics (CCC)
7 <sup>th</sup>	Elective	Elective

## Grade-Level Course Offerings: Class of 2021

### 8<sup>th</sup> Grade

	Advanced Placement	College Prep
	Spanish I	Spanish I
	Math I	N/A

### 9<sup>th</sup> Grade

	Advanced Placement	College Prep
1 <sup>st</sup>	English I (H)	English I (H)
2 <sup>nd</sup>	AP World History	World History (H)
3 <sup>rd</sup>	Math II (H)	Math I (H)
4 <sup>th</sup>	AP Environmental Science	Earth & Env Science (H)
5 <sup>th</sup>	Health & PE	Health & PE
6 <sup>th</sup>	Foreign Language	Foreign Language
7 <sup>th</sup>	Elective	Elective

### 10<sup>th</sup> Grade

	Advanced Placement	College Prep
1 <sup>st</sup>	English II (H)	English II (H)
2 <sup>nd</sup>	AP US History	American History I (H)
3 <sup>rd</sup>	Math III (H)	Math II (H)
4 <sup>th</sup>	Biology (H)	Biology (H)
5 <sup>th</sup>	Logic & Rhetoric	Logic & Rhetoric
6 <sup>th</sup>	Foreign Language	Foreign Language
7 <sup>th</sup>	Elective	Elective

### 11<sup>th</sup> Grade

	Advanced Placement	College Prep
1 <sup>st</sup>	AP English Language	English III (H)
2 <sup>nd</sup>	Elective	American History II (H)
3 <sup>rd</sup>	Mathematics (CCC)	Math III (H)
4 <sup>th</sup>	Chemistry (CCC)	Chemistry (CCC)
5 <sup>th</sup>	Social Sciences / Economics (CCC)	Social Sciences / Economics (CCC)
6 <sup>th</sup>	English ACA (CCC)	English ACA (CCC)
7 <sup>th</sup>	Foreign Language	Foreign Language

### 12<sup>th</sup> Grade

	Advanced Placement	College Prep
1 <sup>st</sup>	AP English Literature	English IV (H)
2 <sup>nd</sup>	Anatomy / Humanities (CCC)	Civics & Economics
3 <sup>rd</sup>	AP Calculus A/B	Mathematics (CCC)
4 <sup>th</sup>	Business / Economics (CCC)	Anatomy / Humanities (CCC)
5 <sup>th</sup>	Civics & Economics / AP US Gov't	Cultural Arts (CCC)
6 <sup>th</sup>	Cultural Arts (CCC)	Mathematics (CCC)
7 <sup>th</sup>	Elective	Elective



## Grade-Level Course Offerings: Class of 2022

### 8<sup>th</sup> Grade

	Advanced Placement	College Prep	Traditional
	World History (H)	World History (H)	World History
	Spanish I	Spanish I	Spanish I
	Math I	N/A	N/A

### 9<sup>th</sup> Grade

	Advanced Placement	College Prep	Traditional
1 <sup>st</sup>	English I (H)	English I (H)	English I
2 <sup>nd</sup>	Civics & AP US Gov't	Civics (H)	Civics
3 <sup>rd</sup>	Math II (H)	Math I (H)	Math I
4 <sup>th</sup>	AP Environmental Science	Earth & Env Science (H)	Earth & Env Science
5 <sup>th</sup>	Health & PE	Health & PE	Health & PE
6 <sup>th</sup>	Foreign Language	Foreign Language	Foreign Language
6 <sup>th</sup>	Elective	Elective	Elective

### 10<sup>th</sup> Grade

	Advanced Placement	College Prep	Traditional
1 <sup>st</sup>	English II (H)	English II (H)	English II
2 <sup>nd</sup>	AP US History	American History I (H)	American History I
3 <sup>rd</sup>	Math III (H)	Math II (H)	Math II
4 <sup>th</sup>	Biology (H)	Biology (H)	Biology
5 <sup>th</sup>	Logic & Rhetoric	Logic & Rhetoric	Elective
6 <sup>th</sup>	Foreign Language	Foreign Language	Foreign Language
7 <sup>th</sup>	Elective	Elective	Elective

### 11<sup>th</sup> Grade

	Advanced Placement	College Prep	Traditional
1 <sup>st</sup>	AP English Language	English III (H)	English III
2 <sup>nd</sup>	Elective	American History II (H)	American History II
3 <sup>rd</sup>	Mathematics (CCC)	Math III (H)	Math III
4 <sup>th</sup>	Chemistry (CCC)	Chemistry (CCC)	Physical Science
5 <sup>th</sup>	Social Sciences / Economics (CCC)	Social Sciences / Economics (CCC)	Logic & Rhetoric
6 <sup>th</sup>	English ACA (CCC)	English ACA (CCC)	Foreign Language
7 <sup>th</sup>	Foreign Language	Foreign Language	Elective

### 12<sup>th</sup> Grade

	Advanced Placement	College Prep	Traditional
1 <sup>st</sup>	AP English Literature	English IV (H)	English IV
2 <sup>nd</sup>	Anatomy / Humanities (CCC)	Elective	Elective
3 <sup>rd</sup>	AP Calculus A/B	Mathematics (CCC)	Advanced Math (PCA)
4 <sup>th</sup>	Business / Economics (CCC)	Anatomy / Humanities (CCC)	Elective
5 <sup>th</sup>	Elective	Cultural Arts (CCC)	Rhetoric
6 <sup>th</sup>	Cultural Arts (CCC)	Mathematics (CCC)	Elective
7 <sup>th</sup>	Elective	Elective	Elective

## Course Type and Pathway Comparisons

### Class of 2020

Course Type	NC Requirements	PCA Requirements	AP Pathway	College Prep Pathway
<i>English</i>	4	4	4	4
<i>Math</i>	4	4	5	4
<i>Science</i>	3	3	4	4
<i>Social Studies</i>	4	4	4	5
<i>Health &amp; PE</i>	1	1	1	1
<i>Foreign Language</i>	N/A	3	3	3
<i>Electives</i> <sup>12</sup>	6	5	7	5
<b>Total</b>	22	24	28	27

### Class of 2021

Course Type	NC Requirements	PCA Requirements	AP Pathway	College Prep Pathway
<i>English</i>	4	4	4	4
<i>Math</i>	4	4	5	4
<i>Science</i>	3	3	4	4
<i>Social Studies</i>	4	4	4	5
<i>Health &amp; PE</i>	1	1	1	1
<i>Foreign Language</i>	N/A	4	4	4
<i>Electives</i>	6	5	8	6
<b>Total</b>	22	25	30	29

### Class of 2022 and Beyond

Course Type	NC Requirements	PCA Requirements	AP Pathway	College Prep Pathway	Traditional Pathway
<i>English</i>	4	4	4	4	4
<i>Math</i>	4	4	5	4	4
<i>Science</i>	3	3	4	4	3
<i>Social Studies</i>	4	4	4	4	4
<i>Health &amp; PE</i>	1	1	1	1	1
<i>Foreign Language</i>	N/A	4	4	4	4
<i>Electives</i>	6	6	9	9	9
<b>Total</b>	22	26	31	30	29

<sup>12</sup> Many of the CCC courses are counted in the elective totals while others are counted in their respective academic subject areas for graduation. For example Cultural Arts (CCC) is counted as an elective credit where Chemistry (CCC) is counted as a science.

## Course Offerings 2017-2018:

### 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.

**AP Prep English I:** AP Prep English I is the first course in a sequential program for students who have excelled in eighth grade English/Language Arts and who eventually wish to select Advanced Placement English in their junior or senior year. 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. Students may be expected to complete readings and assignments prior to beginning the course.

- ✓ This is one of four English courses required for graduation.
- ✓ Recommended: Reading EOG in 7<sup>th</sup>/8<sup>th</sup> grade at Level IV or V, and student interest and self-motivation.

**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.

**AP Prep English II:** AP Prep English II is the second course in a sequential program for students who have excelled in eighth and ninth grade English/Language Arts and who eventually wish to take the Advanced Placement English courses offered in their junior or senior year. 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.

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

## **Foreign Language**

**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.

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

**Latin I:** Latin I will expose students to the language, culture and history of the Romans. The result of the student's study of Latin is improved knowledge of both English vocabulary, romance languages, and grammar, an expanded understanding of the relationship of the ancient world to his or her own, and appreciation of other foreign languages and culture.

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

## 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.
- ✓ Requires successful completion of Math I. Student must have made a level 3 or higher on Math I EOC.

**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.

## **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.

**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).

- ✓ 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.

**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.

## 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.

**AP World History:** This is a college-level course in world history including curriculum, skills, practices and themes, and is based on the Advanced Placement curriculum designed by the College Board. The course includes a chronological history survey of the world from approximately 8,000 B.C.E. to the present. 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 three science courses required for graduation.
- ✓ Recommended: Level IV or V on 7<sup>th</sup>/8<sup>th</sup> Grade Reading EOG, and student interest and self-motivation.

**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.



**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 7<sup>th</sup>/8<sup>th</sup> Grade Reading EOG, and student interest and self-motivation.

## **Electives**

**Logic and Rhetoric:** This course is designed to guide students through the process of differentiating sound from unsound arguments. After students begin to analyze, classify, and critique these arguments, they will then begin to learn the process of developing sound arguments both in written and verbal form.

**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.

**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.

**Foundations of America 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.

## Calculating Grade Point Average:

Pinnacle will utilize a 10-point grading scale in all high school courses.<sup>13</sup> Please see the chart below for information about how a student's GPA will be calculated. All core academic courses at Pinnacle will carry the Honors designation at minimum unless they are in the Traditional pathway. Certain elective courses may also carry the Honors designation if the nature of the course indicates that Honors weighting is appropriate.

Grade	Course Average	Traditional	Honors	AP / CCC
A	90-100	4.0	4.5	5
B	80-89	3.0	3.5	4
C	70-79	2.0	2.5	3
D	60-69	1.0	1.5	2
F	<60	0	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.

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<sup>13</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.

## **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>14</sup>

### **Policy of Academic Honesty**

As a community of scholars and learners, Pinnacle Classical Academy expects its students to develop and display a strong sense of academic integrity. As in any community, this school must be governed by regulations; and like the laws of any community, these rules function best when they are fully understood, accepted, and cherished by each and every individual member of the community. Therefore, all students and faculty members are expected to be familiar with and to base their actions upon the following statements regarding academic honesty.

### **Student Responsibilities**

1. Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.
2. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.
3. Students are ultimately responsible for understanding a teacher’s instructions for any assignment. If instructions are not clear, students must seek clarification from the teacher.
4. Students must understand the definitions of *plagiarism* and *academic dishonesty*.
5. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else’s work off as their own.
6. Students are expected to report incidents of academic dishonesty to their teacher(s).
7. Any student who threatens or coerces another student for reporting an Honor Code violation will face severe disciplinary action.

### **Teacher Responsibilities**

1. Teachers must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.
2. Teachers should take reasonable precautions in giving tests to ensure that violations do not occur. The fact that a teacher did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.
3. Faculty must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty.
4. Teachers must inform the administration any time that a student is charged with an infraction.
5. Teachers must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be convicted on suspicion alone.

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<sup>14</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 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.

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.

# High School Athletic Eligibility Standards:

<http://www.nchsaa.org/eligibility-presentations-forms-policies>

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## **Academic Requirements**

Students at schools on the 4 x 4 block schedule must pass a minimum of 3 classes during the semester immediately prior to the semester of athletic participation. Students at schools using the traditional schedule must pass a minimum of 5 classes during the semester immediately prior to the semester of athletic participation.

## **Attendance Requirement**

In order to be eligible for athletic participation, students must have been in daily attendance 85% of the previous semester. In regards to athletic eligibility, daily absences cannot be made up under any circumstances, even if the student attends Saturday classes, extra help sessions, summer school, and/or any other means to make up academic work.

## **Promotion Standards**

All students must meet local promotion standards established by Pinnacle Classical Academy. A set number of units/credits must be earned in order to be promoted to the next grade level.

## **Eight Semester Rule**

Beginning with the student's first entry into the 9th grade, the student may not participate in athletics for a period lasting longer than eight (8) consecutive semesters.

## **Medical Examination**

Student athletes must receive a medical examination once every 365 days by a duly licensed physician, nurse practitioner, or physician's assistant.

## **Age**

A student may not participate in any sport if his or her 19th birthday comes on or before October 16th of the current school year.

## **Residence**

A student is eligible to participate in athletics at the school if he or she is a student of the school and is in good academic standing.

## **Pinnacle Classical Academy Athletic Eligibility Requirements**

In addition to the athletic eligibility rules established by the NCHSAA, additional athletic eligibility rules have been established by the Pinnacle Classical Academy Board of Directors.

- Students in grades 10-12 must earn a weighted GPA of 2.0 or higher during the semester immediately prior to the semester of athletic participation.
  - First year freshmen do not have a GPA requirement for the first semester of the 9th grade year, but must earn a GPA of 2.0 or higher during the first semester to be eligible for the second semester of the 9th grade year.
- Annually, prior to participation, parents must provide proof of residence in the state of North Carolina.
- Annually, prior to participation, the student and parent must complete an Athletic Participation Form.



## 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 ½, pay the \$38 fee, register from the Pinnacle Classical Academy webpage and must be passing 5 of 6 yearlong classes or 3 out of 4 block classes
- To get permit, student must successfully complete driver's education class and be passing 5 of 6 classes.

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.

## Planning Guide for Graduation

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<i>English</i>				
<i>Math</i>				
<i>Science</i>				
<i>Social Studies</i>				
<i>Foreign Language</i>				
<i>Health / PE</i>				
<i>Electives</i>				

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.