

*Dare to Soar*



**PINNACLE**  

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**CLASSICAL ACADEMY**

# **HIGH SCHOOL COURSE CATALOG**

**2024-2025**

## **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 Shope

*Headmaster*

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

Content Area	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>
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>
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>● 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
	<p>Students who enter ninth grade in the 2024-25 school year must take one of the following classes during their high school years in order to meet the new high school computer science graduation requirement:</p> <ul style="list-style-type: none"> <li>● Introduction to Computer Science (CL80)</li> <li>● Robotics I (CL13)</li> <li>● AP Computer Science Principles</li> <li>● AP Computer Science A</li> <li>● a community college course that meets the new high school graduation requirement</li> </ul> <p>Students who enter ninth grade after the 2024-25 school year must take one of the following classes in order to meet the requirement</p>

<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.

	<ul style="list-style-type: none"> <li>● Grade 8 Introduction to Computer Science (CS10), offered to PCA eighth graders beginning in 2024-25</li> <li>● Introduction to Computer Science (CL80)</li> <li>● Robotics I (CL13)</li> <li>● AP Computer Science Principles</li> <li>● AP Computer Science A</li> <li>● a community college course that meets the new high school graduation requirement</li> </ul>
Electives	<p>6 Credits</p> <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

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

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

	<b>Class of 2024 and beyond</b>
<i>Possible Credits</i>	32
<i>Credits Required for Graduation</i>	28

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

<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.**

<p><b>Science</b> (3 Credits)</p>	<p>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></p> <p>(or appropriate combination of AP and CCC courses)</p>
<p><b>Social Studies</b> (4 Credits)</p>	<ul style="list-style-type: none"> <li>● Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>● Economics and Personal Finance</li> <li>● American History</li> <li>● World History</li> </ul> <p>(or appropriate combination of AP and CCC courses)</p>
<p><b>World Languages</b> (2 Credits)</p>	<p>Latin I and Latin II are required; Latin III Honors is highly recommended</p>
<p><b>Health / PE</b> (1 Credit)</p>	<p>Physical Education and Health I</p>
<p><b>General Electives</b> (9-10 Credits)</p>	<p>Logic and Rhetoric will be required to fulfill the Classical studies in the mission statement.</p> <p>As deemed appropriate under NC Graduation Requirements</p>

### **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

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

with graduation requirements and promote rigorous academic study. The following plan is effective for students who enter the ninth grade for the first time in or after 2003-2004. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

The students who qualify for this special recognition:

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

## 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:



## **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.

## **Online and Dual Enrollment Course Procedure**

The board of directors of Pinnacle Classical Academy believes that in-person instruction provided by Pinnacle Classical Academy faculty members typically constitutes the best way for students to acquire the education envisioned by the school's charter.

As a college-preparatory school, Pinnacle Classical Academy has also established partnerships with Cleveland Community College and with the University of Arizona that have allowed students to earn dual enrollment credit during the school day.

Unless federal law, state law, or required state policy provides otherwise:

1. As part of Pinnacle Classical Academy's course scheduling process, all high school students must be enrolled in a course each class period of the school day during each semester of attendance at Pinnacle Classical Academy.
2. All high school students will be enrolled in high school for a total of eight semesters, except for students who are retained or are transfer students who need additional credit to meet PCA graduation requirements. These students may be enrolled for additional semesters.
3. Students who enter Pinnacle Classical Academy who lack a course required for graduation that PCA typically offers at an earlier grade level may take that course through the North Carolina Virtual Public School (NCVPS). For example, a new eleventh grade student who lacks a science course typically offered to ninth grade students may meet that course requirement by taking that course through NCVPS.

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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.

4. Students who have failed a Pinnacle Classical Academy course required for graduation may retake the course through the North Carolina Virtual Public School (NCVPS), rather than retaking the course from a Pinnacle Classical Academy faculty member.
5. During the school year, students may substitute an online elective offered by Cleveland Community College or NCVPS in lieu of an *elective* course offered by Pinnacle Classical Academy from a list of elective courses approved by the board of directors, as long as PCA does not offer the same elective course of the same GPA weight during the same class period.
6. High school students who aspire to take a high number of mathematics elective courses while in high school are permitted to “work ahead” and take their required Honors Math II or Honors Math III course through NCVPS rather than from a Pinnacle Classical Academy teacher, if and only if the following conditions are simultaneously met:
  - i. The student earned a grade of A in the previous math course (Honors Math I or Honors Math II).
  - ii. The student earned a score in the 85th percentile or higher on the mathematics section the following nationally-normed tests:
    - PSAT 8/9 (if the student wishes to take the course in ninth grade or in the first semester of tenth grade)
    - PSAT10, PreACT, or CLT10 (if the student wishes to take the course in the second semester of tenth grade or beyond)
  - iii. The student has the approval of the teacher in the previous Pinnacle Classical Academy math course (Honors Math I or Honors Math II).
7. The final grades of all high school and all dual enrollment courses taken in grades 9-12 will count toward the student’s GPA and appear on the high school transcript.
8. Students may not retake a high school course for which they have already received credit. If permitted by the college, students are permitted to retake a dual enrollment course (even if they already earned high school credit), but are encouraged to do so outside of school hours.<sup>6</sup>
9. When high school students, on their own initiative, choose to take additional courses at an accredited two-year or four-year college outside of school hours, whether during the school year or during the summer, Pinnacle Classical Academy will award dual enrollment *elective* credit for the course upon student submission of the college transcript, as long as the college has awarded three credit hours or more for the course (unless the course is needed for associate degree completion from Cleveland Community

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<sup>6</sup> Colleges typically do not grant college credit for dual enrollment courses unless a student has earned a C. In rare cases, a student in a dual enrollment course may earn a D (and thus receive high school credit, but not college credit). Retaking the course in such a case may be the only way for a student to receive an associate’s degree.

College), and as long as the course is not identical in substance to a course for which Pinnacle Classical Academy has already awarded credit. (For example, if a student receives PCA dual enrollment credit for a first-semester German course from one college, PCA will not again award dual enrollment credit if the student takes a first-semester German course from a different college.) Grades in these courses will be incorporated into the student's GPA according to state policy and will appear on the high school transcript.

### **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.**

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 grades will not be on PCA progress reports. It is the student’s responsibility to monitor 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) Adding Courses: Deadlines for adding courses may differ from PCA.
- 12) Course Withdrawals: Students may not drop/withdraw from a CCC course taken onsite at PCA 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. Students must maintain a full schedule (4 courses per semester) at all times.
- 13) 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.
- 14) 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.
- 15) 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.
- 16) 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) 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) ART 114 – Art History (3 credit hours) MUS 110 -- Music Appreciation (3 credit hours)
Social/Behavioral Sciences:	ECO 251 – Microeconomics (3 credit hours) PSY 150 – General Psychology (3 credit hours) SOC 210 – Intro to Sociology (3 credit hours)
Other Required:	ACA 122 -- College Transfer Success (1 credit hour) *online

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

PCA will offer CCC courses that will satisfy the remaining 28 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 28 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 28 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>7</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>8</sup>
Latin I	Logic
Elective	Elective
Elective	Elective
<b>11th Grade</b>	<b>12th Grade</b>
English III OR AP Language & Composition	English IV OR AP Literature
Math 4 OR MAT 171 (CCC)	Math Elective

<sup>7</sup> Please see your grade level's current Pathway Selection sheet for courses that will be potentially offered each year.

<sup>8</sup>

Science	Science
History	History
Elective (Latin III Honors highly recommended for students applying to competitive colleges)	Rhetoric
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):** Students, while addressing state standards, read selected poems by Rainer Maria Rilke, Jean Toomer, Robert Frost, Judith Kunst, Walt Whitman, Ezra Pound, Robert Louis Stevenson, William Butler Yeats, Emily Dickinson, William Wordsworth, Langston Hughes, George Herbert, Michael Collier, William Blake, Christina Rossetti, Wallace Stevens, Gerard Manley Hopkins, H.D. (Hilda Doolittle), and T. S. Eliot. In addition, students read works by Homer (*Odyssey*), Plato (*Apology*), Epictetus (*Enchiridion*), Sophocles (*Oedipus Rex*), Aeschylus (*Agamemnon*), William Shakespeare (*Julius Caesar*), Chinua Achebe (*Things Fall Apart*), Aleksandr Solzhenitsyn (*One Day in the Life of Ivan Denisovich*), Malala Yousafzai (*I Am Malala*), and the flood story in Gilgamesh. Recommended works include works by Willa Cather and Jorge Luis Borges.

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

**English II (Honors):** Students, while addressing state standards, read selected poems by Gerard Manley Hopkins, William Blake, Walter Raleigh, Robert Burns, E. E. Cummings, Robert Frost, Walt Whitman, A. E. Houseman, Lewis Carroll, William Butler Yeats, Emily Dickinson, Robert Hayden, Henry Wadsworth Longfellow, Edna St. Vincent Millay, William Butler Yeats, Marianne Moore, William Carlos Williams, Robert Louis Stevenson, and Annie Kantar. In addition, students read works by Sophocles (*Oedipus at Colonus*), Aeschylus (*The Libation*



*Bearers*), Dante (*Inferno*), William Shakespeare (*Macbeth*), Jane Austen (*Pride and Prejudice*), Mary Shelley (*Frankenstein*), Emily Brontë (*Wuthering Heights*), Wendell Berry (*Hannah Coulter*), and Leo Tolstoy (“God Sees the Truth but Waits” and “Master and Man”). Recommended works include works by William Shakespeare, Miguel de Cervantes, Niccolò Machiavelli, Jonathan Swift, Charles Dickens, and Dietrich Bonhoeffer.

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

**English III (Honors):** Students, while addressing state standards, read selected poems by Elizabeth Bishop, Edwin Arlington Robinson, Philip Sidney, Dante Alighieri, John Milton, William Shakespeare, John Keats, John Donne, Annie Askew, Robert Frost, Alexander Pope, Percy Bysshe Shelley, John Keats, Henry Wadsworth Longfellow, Joy Harjo, Ben Jonson, Anne Bradstreet, A. E. Houseman, and Christopher Marlowe. In addition, students read works by William Shakespeare (*Hamlet*), Jonathan Edwards (“Sinners in the Hands of an Angry God”), Benjamin Franklin (*The Autobiography of Benjamin Franklin*), Nathaniel Hawthorne (*The Scarlet Letter*), Henry David Thoreau (*Walden* and *Civil Disobedience*), Frederick Douglass (*Narrative of the Life of Frederick Douglass*), Rev. Martin Luther King, Jr. (*Letter from Birmingham Jail*), Mark Twain (“The Celebrated Jumping Frog of Calaveras County”), Arthur Miller (*The Crucible*), John Steinbeck (*The Grapes of Wrath*), and F. Scott Fitzgerald (*The Great Gatsby*). As required independent reading, students select one of the following works and write a paper: Mark Twain (*Adventures of Huckleberry Finn*), Stephen Crane (*Red Badge of Courage*), or Harriet Jacobs (*Incidents in the Life of a Slave Girl*). Recommended works include works by John Bunyan and Ernest Hemingway.

- ✓ This is one of four English courses required for graduation. (AP English Language and Composition also satisfies the English III credit requirement.)

**AP English Language and Composition:** In AP English Language and Composition, students learn about the elements of argument and composition as they develop critical-reading and writing skills. Students read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade the reader of something. Students are expected to take the College Board AP exam at the end of the course in order to potentially earn college credit.

Students also read selected poems by Elizabeth Bishop, Edwin Arlington Robinson, Philip Sidney, Dante Alighieri, John Milton, William Shakespeare, John Keats, John Donne, Annie Askew, Robert Frost, Alexander Pope, Percy Bysshe Shelley, John Keats, Henry Wadsworth Longfellow, Joy Harjo, Ben Jonson, Anne Bradstreet, A. E. Houseman, and Christopher Marlowe. In addition, students read works by William Shakespeare (*Hamlet*), Jonathan Edwards

(“Sinners in the Hands of an Angry God”), Benjamin Franklin (*The Autobiography of Benjamin Franklin*), Nathaniel Hawthorne (*The Scarlet Letter*), Henry David Thoreau (*Walden and Civil Disobedience*), Frederick Douglass (*Narrative of the Life of Frederick Douglass*), Rev. Martin Luther King, Jr. (*Letter from Birmingham Jail*), Mark Twain (“The Celebrated Jumping Frog of Calaveras County”), Arthur Miller (*The Crucible*), John Steinbeck (*The Grapes of Wrath*), and F. Scott Fitzgerald (*The Great Gatsby*). As required independent reading, students select one of the following works and write a paper: Mark Twain (*Adventures of Huckleberry Finn*), Stephen Crane (*Red Badge of Courage*), or Harriet Jacobs (*Incidents in the Life of a Slave Girl*). AP English Language and Composition students also compete in the \$5,000 *Fountainhead* (Ayn Rand) essay contest. Recommended works include works by John Bunyan and Ernest Hemingway.

- ✓ Recommend: English II EOC at Level IV or V, and student interest and self-motivation.
- ✓ This course (or English III) is one of four English courses required for graduation. (AP English Language and Composition satisfies the English III credit requirement.)

**English IV Honors:** Students, while addressing state standards, read selected poems by William Meredith, Elizabeth Bishop, Christopher Smart, Walt Whitman, Langston Hughes, William Carlos Williams, Ezra Pound, D. H. Lawrence, Henry Wadsworth Longfellow, Edgar Allen Poe, Alfred, Lord Tennyson, William Shakespeare, and Robert Frost. In addition, students read *Beowulf*, *Everyman*, *Sir Gawain and the Green Knight*, and works by Sophocles (*Antigone*), Aeschylus (*Eumenides*), Geoffrey Chaucer (prologue of *Canterbury Tales*) William Shakespeare (*King Lear*), Charlotte Brontë (*Jane Eyre*), Charles Dickens (*Great Expectations*), T. S. Eliot (“The Love Song of J. Alfred Prufrock,” “Hollow Men,” *Four Quartets*, *Murder in the Cathedral*), and Marilynne Robinson (*Gilead*). As required independent reading, students select one of the following works and write a paper: J. R. R. Tolkien (*The Hobbit*), George Eliot (Mary Ann Evans, *Silas Marner*), or Fyodor Dostoevsky (*Crime and Punishment*). Recommended works include works by the Wakefield Master, Olaudah Equiano, and Oscar Wilde.

- ✓ This course is one of four English courses required for graduation. (AP English Literature and Composition also satisfies the English IV credit requirement.)

**AP English Literature and Composition:** In AP English Literature and Composition, students learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures. Students read literary works and write essays to explain and support your analysis of them.

read selected poems by William Meredith, Elizabeth Bishop, Christopher Smart, Walt Whitman, Langston Hughes, William Carlos Williams, Ezra Pound, D. H. Lawrence, Henry Wadsworth

Longfellow, Edgar Allen Poe, Alfred, Lord Tennyson, William Shakespeare, and Robert Frost. In addition, students read *Beowulf*, *Everyman*, *Sir Gawain and the Green Knight*, and works by Sophocles (*Antigone*), Aeschylus (*Eumenides*), Geoffrey Chaucer (prologue of *Canterbury Tales*) William Shakespeare (*King Lear*), Charlotte Brontë (*Jane Eyre*), Charles Dickens (*Great Expectations*), T. S. Eliot (“The Love Song of J. Alfred Prufrock,” “Hollow Men,” *Four Quartets*, *Murder in the Cathedral*), and Marilynne Robinson (*Gilead*). As required independent reading, students select one of the following works and write a paper: J. R. R. Tolkien (*The Hobbit*), George Eliot (Mary Ann Evans, *Silas Marner*), or Fyodor Dostoevsky (*Crime and Punishment*). AP English Literature and Composition students also compete in the \$10,000 *Atlas Shrugged* (Ayn Rand) essay contest. Recommended works include works by the Wakefield Master, Olaudah Equiano, and Oscar Wilde. (AP English Literature and Composition satisfies the English IV credit requirement.)

- ✓ 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 IV Honors:** In Latin III, students review the grammar and syntax in *Wheelock’s Latin* and translate Latin authors. Selected texts from Augustine, the Bible, Cicero, Julius Caesar, Livy, and Seneca may be read in this course. In Latin IV Honors, students focus on poets such as Vergil and Ovid.

- ✓ Latin III Honors 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 Pre Calculus:** AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science.

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

- ✓ Requires successful completion of Biology.

## **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.

- ✓ Requires successful completion of Biology.

**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.

- ✓ Requires successful completion of Civics.

## **Electives**

**Web Design (Honors):** 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.

- ✓ Requires successful completion of Civics.

**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.

**Journalism/Communications:** Journalism introduces students to the exciting world of print, online and broadcast media. Law, ethics and the history of journalism complement the major units of study: reporting, writing, editing, photography, advertising, design, management and teamwork.

**Journalism II/Communications (Honors)** An advanced course that explores the world of print, online and broadcast media. Journalism I is a prerequisite for this course.

**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 the University of Arizona. In 2021-22 this fee was \$177.00.

**Sports and Event Marketing (Honors):** In Sports and Event Marketing, students learn the knowledge and skills involved in sports, entertainment, and event marketing. Topics include basic marketing principles, branding, licensing, naming rights, concessions, on-site merchandising, human relations and event security. Students will understand career planning, operations, marketing data, product management, selling, promotion, and customer relations for the sports and event industries. Additional topics include communications, event pricing, promotion, and public relations. Please note that students will be required to attend some sporting events.

**Forensic Science (Honors):** - The objective of this course is to practice the collection, documentation, and analysis of evidence relevant to crime scene investigations.

**Zoology (Honors):** - The objective of this course is to provide an in depth study of levels of organization, evolutionary developments, and behavioral, anatomical, and physiological characteristics of all major phyla.

**Robotics (Honors):** - The objective of this course is to provide students with the foundation in robotic terminology and instruction in mechanical design and programming for autonomous robots.

**Animal Behavior (Honors):** Animal behavior is the study of how animals move in their environment, how they interact socially, how they learn about their environment, and how an animal might achieve cognitive understanding of its environment.

**Photography in Science (Honors):** The course aims to provide the basic knowledge of how to shoot good quality scientific photos. We provide a step-by-step guide on how to shoot photographs for scientific use, whether it is an online publication, a print media, a presentation or a poster. Students will go through the photography essentials and familiarize themselves with necessary photography equipment, camera settings, and learn to work with scene composition and lighting.

**Internship (Honors):** A student internship is an extensive educational experience to which the student devotes a period of time learning in an occupation directly related to his/her anticipated career choice. The internship position may be paid or unpaid and course credit will be awarded upon successful completion of the internship. Students must complete the application process and be placed into an internship to be registered for this course.

## **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>9</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:

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<sup>9</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.

A: 4.0

B: 3.0

C: 2.0

D:1.0

F: 0.0

### **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>10</sup>

## **Academic Dishonesty and Plagiarism**

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

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

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

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

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

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<sup>10</sup> The PCA Academic Honor Code is derived from Gardner-Webb University’s undergraduate Honor Code. <http://www.gardner-webb.edu/Assets/gardnerwebb/shared/files/student-life/undergraduate-student-handbook.pdf>



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

## UNC Minimum Admissions 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.