

High School Course Descriptions

Note: Semester course offerings are subject to change and based upon scholar requirements and interest.

English	
Course Name	Description
English I - Standard	English I continues the study of composition and literature, reinforces the skills of basic reading and grammar, and stresses study skills. Composition exercises include journal entries, paragraphs, outlines, themes, essays, short stories, and speeches. The literature through which reading and comprehension skills are stressed includes emphasis on textual vocabulary.
English I - Honors	The first year of the honors English program starts the student on a sequentially developed English program that is designed to challenge students in areas of grammar, composition, and literature. Students learn basic research skills in preparation for writing and presenting speeches and compiling bibliographic information. A variety of classic novels, short stories, poems, and dramas are studied in depth with emphasis on literature analysis.
English II - Standard	Prerequisite: English I English II continues the focus on world literature. Students read and study literature and other various genres of printed materials in order to respond to literature through writing.
English II - Honors	Prerequisite: English I Honors English II continues the focus on in-depth analysis of significant works of literature. Special emphasis is given to vocabulary study in preparation for reading, writing, and SAT testing. Higher level thinking skills are introduced in the study of composition and literature.
English III - Standard	Prerequisite: English II English III is a comprehensive grammar, composition, oral communication, and literature course that encourages the expansion of writing skills and experimentation with new ideas. Thematic selections reveal the intellectual and emotional growth of the United States. This course

	emphasizes the relationship of literature to language and composition through the study of vocabulary and written assignments.
English III Honors	Prerequisite: English II English III Honors consists of an in-depth study of American Literature and a continued emphasis on composition. Writing is stressed, and exercises include compositions, literary analysis, journals, and a research paper. Oral presentations are also required of students.
English IV - Standard	Prerequisite: English III English IV consists of the study of British and Western Literature as well as a review of needed grammar, vocabulary, and the writing of a research literary paper. A thematic approach to the study of the literature is combined with the traditional chronological approach in an attempt to present the student with historical and cultural background for the various periods in literary achievement.
English IV - Honors	Prerequisite: English III English IV Honors is an in-depth study of British and Western literature as well as composition, a review of needed grammar, vocabulary, and the writing of a research paper. A thematic approach to the study of the literature is combined with the traditional chronological approach in an attempt to present the student with historical and cultural background for the various periods in literary achievement. Grammar is reviewed as needed. Emphasis is placed on the study of vocabulary.
English Language & Comp AP	Prerequisite: English II Honors May count as English III credit if taken as a yearlong courseLanguage and Composition is an advanced placement course designed for the serious student with strong analytical skills in reading, reading comprehension, and writing. This course emphasizes non-fiction and writing skills as recommended by the college board curriculum. Extensive reading and writing are required. Furthermore, strong skills in both grammar and language are necessary. Students may receive college credit based/
English Literature & Comp AP	Prerequisite: English III Honors or English Lang and Comp AP

	May count as English IV credit if taken as a yearlong Advanced Placement English IV includes a survey of British literature and a study of advanced composition in addition to novels recommended by the college board curriculum. The literature study may begin with the Anglo-Saxon period and extend to the twentieth century in British literature. Extensive reading is required. Writing experiences for students include compositions, journals, and literary papers. Students may receive college credit.
Speech and Debate	Speech includes effective techniques for speaking clearly and confidentiality in a variety of situations. Students learn to pronounce words clearly and correctly, demonstrate control, express ideas and feelings in an organized fashion, use clear, vivid language appropriate to the audience and use effective body movements, facial expressions, gestures and eye contact. Debate consists of learning to adapt the context of a message to a given audience, supporting arguments with evidence, impromptu speaking, and participating in problem-solving group discussions. In addition, students may participate in debate tournaments.
Journalism/Newspaper (Spring only)	Journalism students study techniques of journalistic writing, layout, newspaper organization, and American journalistic history. Students also survey the mass media, photography, television, online, and radio reporting.
Yearbook (Fall)	In this course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copywriting, editing, and photography while producing a creative, innovative yearbook that records school memories and events. There is an emphasis on journalism skills in this class! Participants gain useful, real-world skills in time management, marketing, teamwork, and design principles.

Mathematics

Course Name	Description
Math I	Prerequisite: Foundations of Math I or Level 4 or 5 on Math 8 EOG Math I students study linear, exponential, and quadratic functions. They also learn to prove a figure is a specific type of a triangle or quadrilateral through the understanding of parallel and perpendicular lines, midpoint and distance . Math I students continue work from middle school on statistics, describing univariate and bivariate data distributions. At the end of the course, students

	take the Math I EOC (End-of-Course Exam).
Math II	Prerequisite: Math I Math II students study quadratic, square root and inverse variation functions. In geometry units, students study rigid motions and prove theorems about lines, angles and properties of triangles. The focus is on congruence, similarity and right triangle trigonometry. The work of middle school probability is extended to develop understanding of conditional probability, independence and rules of probability.
Math II Honors	Prerequisite: Math I Math II students study quadratic, square root and inverse variation functions. In geometry units, students study rigid motions and prove theorems about lines, angles and properties of triangles. The focus is on congruence, similarity and right triangle trigonometry. The work of middle school probability is extended to develop understanding of conditional probability, independence and rules of probability.
Math III	Prerequisite: Math II Math III students study piecewise, polynomial, rational, and trigonometric functions. Geometric units focus on circles and their properties and modeling with 2D and 3D geometric figures. Probability rules learned in previous courses are extended to the statistics of making inferences and justifying conclusions. At the end of the course students take the Math III EOC (End - of- Course Exam).
Math III Honors	Prerequisite: Math II Math III students study piecewise, polynomial, rational, and trigonometric functions. Geometric units focus on circles and their properties and modeling with 2D and 3D geometric figures. Probability rules learned in previous courses are extended to the statistics of making inferences and justifying conclusions. At the end of the course students take the Math III EOC (End - of- Course Exam).

Math IV	Prerequisite: NC Math III NC Math IV focuses on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in nonSTEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.
Math IV Honors	Prerequisite: NC Math III NC Math IV Honors addresses the topics of NC Math iV at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.
Pre-Calculus Honors	Prerequisite: NC Math III Precalculus will build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry level college course.
AP Pre-Calculus	Prerequisite: NC Math III Precalculus will build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. Mathematical practices are central to the study and practice of precalculus. Students should develop and apply the described skills on a regular basis over the span of the course. Each of the three mathematical practices for AP Precalculus have associated skills. Practice 1: Procedural and Symbolic Fluency Practice 2: Multiple Representation

	Practice 3: Communication and Reasoning
AP Calculus (AB and BC)	Prerequisite: Pre-Calculus Honors AP Calculus follows the College Board Curriculum to develop the students' understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experiences with its methods and applications. These courses encourage the geometric, numerical, analytical, and verbal expressions of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. At the completion of either course, students will be required to take the Advanced Placement Exam.
Discrete Mathematics	Prerequisite: Math III Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.
Discrete Mathematics - Honors	Prerequisite: Math III Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.
Foundations of Math I	The study of Foundations of Math I provides a foundation in skills necessary for students to be successful in Math I. The primary concepts taught in this course are the four fundamental operations of real numbers and their use in the solution of simple equations and related problems. After this course, students will take Math I.
Foundations of Math II	Foundations of NC Math II is a continuation of the mathematical skills and concepts studied in NC

	Math I. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math II. There will be an emphasis on developing concepts in algebra, geometry and statistics. After this course, students will take Math II.
Foundations of Math III	Prerequisite: NC Math II Foundations of NC Math III is a continuation of the mathematical skills and concepts studied in NC Math II. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math III. There will be an emphasis on developing concepts in algebra, functions and geometry. After this course, students will take Math III.
Science	
Course Name	Description
Earth & Environmental Science - Standard	This course focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. The areas of inquiry include: energy in earth systems, geochemical cycles, origin and evolution of the universe, predictability of dynamic earth, and human interactions with the earth's geologic and environmental systems.
Earth & Environmental Science - Honors	Honors Earth and Environmental science focuses on the functions of the earth's systems in a more in-depth, detailed, and demanding perspective than Earth and Environmental Science - Standard. Special emphasis is placed on hands-on projects and applications of concepts.
Earth & Environmental - AP	Prerequisite: Biology Honors, Chemistry Honors The goal of this course is to provide students with scientific principles, concepts and methodologies required to understand the interrelationship of the natural world; to identify and analyze environmental problems both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them. College credit may be granted upon an acceptable score.
Greenhouse Biology	Greenhouse Biology is an elective science course that will prepare students for High School Biology and future high school-level science classes. Students will learn about the structure and function of living organisms, ecosystems, evolution, genetics, and molecular biology. Students will learn skills to

	complete traditional laboratory experiments and take part in scientific inquiry. Students will work to become scientifically literate by reading lab reports and journal articles to prepare them for real world situations involving science knowledge. This class will build on students' previous science knowledge to ensure successful completion of high school science courses.
Biology - Standard	Biology is the study of living things. Major areas of emphasis in this course are scientific inquiry, cells, heredity, evolution, the unity and diversity of life, and ecology. Laboratory work accompanies a variety of teaching methods in the course.
Biology - Honors	This course is an in-depth study of biology which involves research and individual laboratory work. The topics include: energy of life, cell structure and function, reproduction, genetics, adaptation, classification, psychology, environment and ecology, dissection and comparative anatomy. Honors Biology is designed to develop the student's ability to observe and understand the living world.
Biology AP	Prerequisites: Biology I & II Honors, Chemistry I Honors Advanced Placement Biology is equivalent to a two-semester college biology course that includes eight major themes: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature, and science, technology, and society. At the completion of this course, students will be required to take the Advanced Placement Exam.
Physical Science	Important Note: This is not a college preparatory class. The Physical Science curriculum is designed to continue the investigation of the physical sciences that began in earlier grades. The physical science course will build a rich knowledge base to provide a foundation for the continued study of science. The investigations will be approached in a qualitative and quantitative manner in keeping with the developing mathematical skills of the students. The curriculum will integrate the following topics from both chemistry and physics: Structure of Atoms, Structure, Properties of Matter, Motions and Forces, and Conservation of energy, matter, and charge.
Chemistry - Standard	Prerequisite - Biology Chemistry is the study of substances, what they are made of, how they react, and how they change.

	The fundamental ideas of chemistry deal with the nature of elements and the ways in which elements combine to form compounds. Some topics discussed include: atomic theory, equations, the periodic table, chemical mathematics, equilibrium, acid-base theories, and chemical bonding. The student must have a proficient working knowledge of mathematical equations.
Chemistry - Honors	Prerequisite - Biology, Math II Chemistry is the study of matter and the change it undergoes. Topics include: Atomic theory, periodic table of elements, chemical bonding, chemical equations, stoichiometry, equilibrium, rates of reactions, acid-base chemistry. The student MUST have a PROFICIENT WORKING KNOWLEDGE of mathematical equations. Problem solving skills are emphasized. Areas that are stressed are formal lab presentation, technical writing, data analysis, chemical concepts, and laboratory techniques.
Forensic Science	Forensics is a field of science emphasizing chemistry, biology, biotechnology, geology, and physics and their application in solving criminal cases. This forensics course will focus on the scientific and evidence collection methods behind solving crimes and other aspects of detective work, such as criminal psychology, fingerprinting, handwriting analysis, and odontology.
Anatomy and Physiology	Pre-requisite: completion of Biology with an A or B (strongly recommend a first-time level 3 or 4 proficiency on the EOC for Biology) This course is designed for the student with a strong background and interest in biological sciences, healthcare and veterinary medicine. A detailed study of the structure and functioning of the human body provides the framework for this class. Students are expected to complete research and engage in online investigations in this course. Both independent and collaborative anatomy/physiology projects will be expected and will reflect an honors level. Students should expect to spend a minimum of 1.5 hours per school day during the fall or spring semester or 4 hours per day in the summer session to complete assignments.
Introduction to Computer Science	Introduction to the central ideas, practices, and impact of computer science and computational thinking. Covers the seven big ideas in computer science: creativity, abstraction, data and information, algorithms, programming, the internet, and global impact. Computational thinking practices: connecting computing, creating computational artifacts, abstracting, analyzing problems

	and artifacts, communicating, and collaborating
Social Studies	
Course Name	Description
Founding Principles of the United States of America and North Carolina: Civic Literacy - Standard	This course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.
Founding Principles of the United States of America and North Carolina: Civic Literacy - Honors	Honors Civics and Economics is a seminar format course which combines textbook study, lectures, guest presentations and projects in an effort to provide Active Citizenship Training for these students. The curriculum includes a study of the role of political parties, the media and interest groups. An in-depth study of the Constitution and related issues are also included. An essential section of the course is involvement in various projects which affect our school, community and state.
World History - Standard	This course begins with prehistoric times and concludes with modern times. It offers a study of the development of the western world. In addition, it presents non-western civilizations in the framework of their own cultures and shows how these different civilizations have interacted with each other.
World History - Honors	This course goes beyond historical events and presents a multi-disciplinary approach, including the arts, economics, science, philosophy, and sociology.
American History	Prerequisite: Founding Principles of the United States of America and North Carolina: Civic Literacy Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore 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 in building the American story. Rooted in Inquiry based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections. This course replaces American History I & II for students who begin their freshman year in the 2020-2021 academic year or beyond.
United States Government and Politics AP	Prerequisite: American History: The Founding Principles, Civics, And Economics or Founding Principles of the United States and North Carolina: Civic Literacy This course is a study of the governmental institutions affecting the structure and function of the American federal system. Students examine the relationship among the three branches of government and evaluate Constitutional issues focusing on the freedoms of American citizens. Because this is a College Board approved class with an exit exam, it provides a more rigorous curriculum focusing on critical analysis of issues through research and discussion. At the completion of this course, students will be required to take the Advanced Placement Exam.
Economics and Personal Finance	Economics and Personal Finance provides students with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The course was developed in accordance with Session Law 2019-82 to “provide instruction on economic principles and ... provide personal financial literacy instruction.” Ultimately, students taking this course will understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be introduced to key concepts from both micro and macroeconomics, as well as financial literacy concepts such as the cost of credit, planning and budgeting for large purchases, home mortgages, and college expenses, and other relevant financial literacy issues. This course is a graduation requirement for students who begin their freshman year in the 2020-2021 academic year or beyond.
Multicultural Studies	Multicultural Studies is an interdisciplinary course that investigates world cultures through thematic perspectives providing students with an understanding of the uniqueness of different cultures as compared to their own cultural identity. In comparison to the culture of the United States, the course will investigate the cultures of three other world language populations

	(Spanish-speaking populations, Chinese-speaking populations, and Arabic-speaking populations).
Minority Studies	Minority Studies focuses on the contributions made by minority groups to American society and to the world. This class offers an examination of the social, political, and economic roles of various minority groups in the United States. Students study issues that have created conflict and analyze the search for equity in all facets of American life.
History of the Holocaust	This course is an introduction to the History of the Holocaust. “For the dead and the living, we must bear witness.” Discover the harrowing details of the history of the rise of anti-Semitism that contributed to the start of the Holocaust and the power of the Nazi party. Learn of the persecution of European Jews and other groups, and the tremendous aftermath for everyone involved in World War II, and what has been done since to combat genocide.
Mythology	Mythology is an introduction to the major myths and legends of the classical world. This course covers all major Greek and Roman gods and heroes, together with their associated stories, and focuses on the influence of mythology on the modern world. Students will also make connections by analyzing how popular writers and movie makers interpret the classics, and by comparing modern works to the ancient originals.

World Languages

Course Name	Description
Greek I	Greek I teaches the student to read and write simple Greek. The students learn to ask and to answer simple questions concerning various aspects of daily life. The student is encouraged to appreciate different cultures.
Greek II	Prerequisite: Greek I Greek II increases students’ speaking skills in speaking, reading, writing, and listening. Students should be able to participate in increased length conversations describing a number of topics. Vocabulary and sentence structure continues to increase in detail. Students continue to learn and appreciate different aspects of different cultures.
Greek III	Prerequisite: Greek II

	Greek III increases students' speaking skills in speaking, reading, writing, and listening. Students should be able to participate in increased length conversations describing a number of topics. Vocabulary and sentence structure continues to increase in detail. Greek literature is introduced.
Greek IV	Prerequisite: Greek III Greek IV: Students are able to express oral and written opinions and feelings. Students will learn about Greek literature, arts, and history.
Greek V	Prerequisite: Greek IV Greek V: Students are able to analyze paragraph length texts to recognize main ideas, validity of details, and the purpose and audience of the text itself. Students will be able to sustain conversations with native speakers by asking questions and elaborating. When presenting, students will be able to use paragraph-length language to describe, compare, contrast, offer an opinion, or summarize familiar topics.
Greek Heritage I	Prerequisite: Greek V Greek Heritage I is intended to help students enrich their knowledge of Greek Language and Greek Culture. First, it will focus on two Bronze Age civilizations: Minoan on the island of Crete, and Mycenaean on the mainland, and then on the two magnificent Homeric epics, the Iliad and the Odyssey, whose stories and heroes became essential elements in Greek cultural identity, and concludes with Hesiod, Aesop and the lyric poets of Archaic Age.
Greek Heritage II	Prerequisite: Greek Heritage I Greek Heritage II will focus on Athens' Golden Age. Students will get a deep understanding of the foundations of Democracy, Philosophy, Science and Arts.
Chinese I	Chinese I teaches students to engage in short conversations, including the use of proper gestures. The student learns to converse on subjects related to daily life. Students are introduced to the pronunciation system - Pinyin, basic characters, vocabulary, and numbers. The student is

	encouraged to appreciate different cultures.
Chinese II	Prerequisite: Chinese I Chinese II teaches students to engage in more detailed conversations and interpret and present information about daily life. Vocabulary, sentence structure, and characters are presented in more detail. Students continue to learn and appreciate different aspects of different cultures.
Chinese III	Prerequisite: Chinese II Chinese III increases students' speaking skills in speaking, reading, writing, and listening. Students should be able to participate in increased length conversations describing a number of topics. Vocabulary and sentence structure continues to increase in detail.
Chinese IV	Prerequisite: Chinese III Chinese IV is an advanced course where students are expected to be able to speak, read, and write in basic conversational Chinese. Students will learn about Chinese literature, arts, and history.
Spanish I	Spanish I teaches the student to read and write simple Spanish. The students learn to ask and to answer simple questions concerning various aspects of daily life. The student is encouraged to appreciate different aspects of different cultures.
Spanish II	Prerequisite: Spanish I Spanish II increases students' speaking skills in speaking, reading, writing, and listening. Students should be able to participate in increased length conversations describing a number of topics. Vocabulary and sentence structure continues to increase in detail.
Spanish III	Prerequisite: Spanish II Spanish III increases students' speaking skills in speaking, reading, writing, and listening. Vocabulary and grammar concepts are reviewed and expanded. Spanish literature is introduced.
Spanish IV	Prerequisite: Spanish III

	Students learn to express opinions and feelings. Hispanic culture is presented through literature, the arts, and history.
Health & PE	
Course Name	Description
Health and PE	Health emphasizes the importance of understanding the physical, mental, social, and emotional elements of the body, the responsibility of each person in maintaining and promoting good health and safety individually and as a group, and the development of desirable relationships with others.
Advanced PE	Prerequisite - Health and PE This course stresses physical fitness, focusing on body shaping, flexibility, and muscular development of cardiovascular endurance. Emphasis is placed on positive nutritional habits. Learning the rules and techniques of various sports is included.
Career & Technical Education	
Course Name	Description
Principles of Business and Finance	This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and the significance of business financial and risk management.
Entrepreneurship I	In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products /services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing.
Entrepreneurship I - Honors	In this course, students evaluate the concepts of going into business for themselves and working for

	or operating a small business. Emphasis is on the exploration of feasible ideas of products/services research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. This honors-level course will extend the depth, rigor, pacing, complexity, challenges, and creativity beyond the standard-level course. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing.
Entrepreneurship II - Honors	Prerequisite: Entrepreneurship I In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.
Multimedia & Web Page Design	This course focuses on desktop publishing, graphic image design, computer animation, multimedia production, and web page design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced.
Internship	Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.
Fine Arts	
Course Name	Description
Visual Arts I	This course is the basic beginning course to art fundamentals, based on the Elements of Art, and includes art appreciation and art application. It is an actively oriented course that includes the

	fundamentals of drawing, painting, and color theory. Consideration is given to the exploration of media in both two-dimensional and three-dimensional works.
Visual Arts II	Prerequisite - Visual Art I Visual Arts II is a studio course aligned to the Essential Standards visual arts curriculum at the intermediate level. Various art processes, techniques, procedures, and theories are presented in a problem-solving context allowing for independent choices and personal solutions. Students use a larger variety of tools, media, and processes and learn to select the most appropriate for finding innovative artistic solutions. Students begin developing their personal artistic style while adhering to basic design principles. Students use art vocabulary to analyze and evaluate the composition of works of art. Students gain knowledge and understanding of past and present art forms, through the study of a variety of artists, artworks, cultures and historical periods. Essential materials are supplied. Students may be asked to supply special project materials
Visual Arts III - Honors	Prerequisite - Visual Arts II Visual Arts III is an honors-level studio course that provides a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism, art appreciation and art history. Students create art by analyzing the relationship between media, processes, and results. Students use art vocabulary to analyze and evaluate compositions, understand the relationship between personal expression and design, and recognize historical and contemporary art styles, themes and genres. Students form artistic goals, develop appropriate work habits, and consider art careers. Knowledge of the arts in relation to culture, history, other disciplines, and careers is promoted through visual, verbal, and written means. Art history, criticism, and aesthetics are studied in conjunction with selected artworks leading to the development of a personal philosophy of art. Students create and maintain portfolios to document personal choices and growth as artists. Essential materials are supplied. Students may be asked to supply special project materials.
Art History	The Art History course emphasizes a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures and the relationships among these works, students develop an understanding of global artistic traditions. Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. The interpretation of the work of art is based upon its intended use, audience, and the role of the artist and the work of art in

	its particular society Students will expand their knowledge of history, geography, politics, religion, languages, and literature, as they explore the story of people as told through the art they created.
Chorus	This chorus is a beginning-level class that emphasizes the development of basic vocal technique and music reading skills. Performance as a choral group is essential to this class and represents a large portion of the final grade.
Fundamentals & Foundations of Theatre	This course focuses on learning the essential vocabulary, establishing performance skills, as well as exploring basics of technical theatre and theatre history.
Theatre Application	Prerequisite - Fundamentals & Foundations of Theatre This course continues to develop knowledge and skills within theatre arts on a more challenging level. Theatre study at this level places a greater emphasis on the production of theatre including script analysis, study of accomplished professionals in the field, creation of original work, script selection, independent performance analysis, & artistic defense.
Beginning Band	This course is offered only as needed with the approval of the band director and principal. Band students who have successfully completed the middle school band program are eligible to enroll in Band-Intermediate. Band-Beginning is an introductory level band class for students with limited or no instrumental experience. This course is a performance oriented class with emphasis on music at levels I-III. Students develop and demonstrate fundamental instrumental practices and play literature that may include changes in tempi, keys, and meters. Students develop basic skills in improvising, composing and arranging music and apply reading, music notation as well as skills in listening to, analyzing, and evaluating musical experiences. Music of varied styles, cultures, and historical periods is studied and played. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band students are expected to be members of the marching band. The principal or band director may permit exceptions.
Intermediate Band	Prerequisite: Successful participation in a middle school band program, Placement Audition

	Band-Intermediates a performance-oriented class with emphasis on music literature at levels III-IV. Students develop and demonstrate appropriate instrumental practices and play literature that may include changes in tempi, keys, and meters. Students develop skills in improvising, composing and arranging music and apply reading,
Proficient Band	Prerequisite: Successful completion of an intermediate level band course and Placement Audition Band-Proficient is an honors level performance-oriented course that develops technical accuracy and expression needed for rigorous ensemble and solo performance. This course is aligned to the Essential Standards music curriculum at the proficient level. Band Proficient focuses on music literature at levels IV-V that requires well developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys. This course provides a foundation for proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Students broaden and refine their skills in improvising, composing and arranging music and their knowledge of music in the context of historical periods, cultures, and contemporary styles and genres. Students formulate and apply aesthetic criteria to analyze, evaluate, and describe musical compositions and performances. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band members are expected to be members of the marching band. The principal or band director may make exceptions.
Advanced Band	Prerequisite: Successful completion of a proficient level band course and Placement Audition Band-Advanced is an advanced honors level performing ensemble for highly skilled and motivated high school band students. This course is aligned to the Essential Standards music curriculum at the advanced level and focuses on music literature at levels V-VI. Students gain advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research. This course promotes advanced technical and interpretive skills, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements. Students develop personal aesthetic criteria for analysis and evaluation. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. Membership is determined by instrumental proficiency and instrumentation needs. All scheduled activities are required and may include evening and weekend concerts, assemblies,

	parades, festivals/concert contests, school-sponsored events, and community activities. Band students are expected to be members of the marching band. The principal or band director may make exceptions.
Misc.	
Course Name	Description
Leadership Development	This course educates students in the development of various aspects of leadership skills, values clarification, group dynamics, project planning, coordination, and intra-and interpersonal relationships. Students will investigate leadership qualities of present-day and historical leaders, identifying and analyzing leadership examples in history and currently as well as trends in leadership development.
Curriculum Assistance	Prerequisite: IEP Team Approval This course assists an EC student in being successful in the regular education class. Placement is determined by the IEP Team. This course is offered for elective credit. Additional content areas may include but are not limited to: study skills, learning strategies, test taking skills, communication skills, listening skills, social skills, self advocacy skills, and computer skills.
High School Success	Prerequisite: Level I or Level II score on 8th grade EOG Corequisite: English I This course provides for students who need additional basic assistance in reading, writing, and English grammar. Students take English I during the same semester.
Dual Enrollment Explanation	You may take one CPCC course per semester, and choose whether to arrive late to Socrates (on time for 2nd block), or leave early (after 3rd block), in order to spend time completing the CPCC coursework of your choosing. The CPCC course you choose may be offered online, in person, or blended, but Socrates is allowing you time off campus to complete that coursework on your own. CPCC will work in partnership to add their coursework to your high school transcript, typically earning an elective credit. You must have a 2.8 GPA for this option.

Dual Enrollment Courses

Students will have the opportunity to take college credit courses through CPCC and UNCC during their junior and senior year.

Honors Courses

The overall purpose of Honors courses is to provide a more rigorous curriculum in which instruction is expanded and special activities focus appropriately on both depth and breadth of content. Instructors place additional emphasis on the application of content within each course and across related disciplines. Honors courses require advanced reading lists, advanced writing assignments, and independent study/projects. Additional activities may include follow-up assignments on enrichment activities and a portfolio collection of work. You may enroll in an Honors course if you possess the appropriate prerequisite courses and choose to participate in this more rigorous course of study.

Advanced Placement Courses

Advanced Placement courses expose high school students to college-level curriculum. Students may study challenging subjects of interest in a variety of areas: Arts, English, World Language, Mathematics, Science, and Social Studies. In order to enroll in AP coursework, students must possess appropriate prerequisite courses and choose to participate in this advanced course of study. AP exams are administered in the spring of each school year. Colleges and universities may grant credit, placement, or both based on scores on the exams. AP courses require more rigorous and expansive reading, writing, and research than Honors or standard level courses

Occupational Course of Study Courses

Students may enroll in Occupational Course of Study Courses only with the approval of the IEP team.

Typical High School Mathematics Course Sequences

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

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

Socrates Academy Graduation Requirements

Revised 1.12.2022

Course of Study	Socrates Academy Global Studies Diploma Requirements	Socrates Academy Traditional Diploma Requirements	Occupational Course of Study Diploma Requirements
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV
Math	4 Credits Math I, II, III and another advanced math course	4 Credits Math I, II, and III and another advanced math course	4 Credits Math - Introduction to Mathematics; NC Math I; Financial Management; Employment Preparation IV: Math (to include 150 work hours)
Science	3 Credits - A physical science course; Biology; and an Earth & Environmental Science Course	3 Credits - A physical science course; Biology; and an Earth & Environmental Science Course	3 Science credits - Applied Science; Biology; Employment Preparation I: Science (to include 150 work hours)
Social Studies	4 Credits – Founding Principles of the US of America and North Carolina: Civic Literacy; Economics and Personal Finance; American History; World History	4 Credits – Founding Principles of the US of America and North Carolina: Civic Literacy; Economics and Personal Finance; American History; World History	4 Credits - Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance Employment Preparation II: Citizenship 1A (to include 75 work hours) Employment Preparation II: Citizenship 1B (to include 75 work hours)
Global Studies	8 Credits Global Studies credits include the following (two additional credits are required for the Global Studies Diploma): Greek I-V; Greek Heritage I; Greek Heritage 2; 2 Credits of Chinese or Spanish	6 Credits Global Studies credits include the following : Greek I-V; Greek Heritage I; Greek Heritage 2; 2 Credits of Chinese or Spanish	
Electives	6 Credits**	6 Credits**	4 - Career/Technical Education Electives

			5 - Electives aligned with post-secondary career goals
Health	1 Credit Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation Accommodations/alternative assessments for students identified by ADA or IDEA will be provided	1 Credit Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation Accommodations/alternative assessments for students identified by ADA or IDEA will be provided	1 Credit Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation Accommodations/alternative assessments for students identified by ADA or IDEA will be provided
Employment Preparation			2 Credits - Employment Preparation III: Citizenship 2A (to include 75 work hours) Employment Preparation III: Citizenship 2A (to include 75 work hours)
Other	E-Portfolio		Career Portfolio Completion of student's IEP objectives
Total Credits Required	30	28	27

**Four elective credits from the following: Career and Technical Education (CTE); Arts Education (e.g., dance, music, theater arts, visual arts); World Language (i.e., Greek, Spanish, or Chinese); Any other approved subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)

		28 credits required to graduate	+2 for Global Studies	
English (4)	Math (4)	Science (3)	Social Studies (4)	
English I	Math I	Earth&Environmental Sc.	World History	
English II	Math II	Biology	American History	
English III	Math III	Chemistry	Civic Literacy	
English IV			Economics & Personal Finance	
Electives (6)		Health (1)	Global Studies (6)	Global Studies Diploma (2)
		PE/Health	Greek (in HS)	
			Greek (in HS)	
			Greek (in HS)	Volunteer Hours (40)
			Greek (in HS)	Year 1:
			Chinese/Spanish	Year 2:
			Chinese/Spanish	Year 3:
				Year 4: