

Falls Lake Academy

High School

Course Selection Guide



2016-2017

A place where community and education combine to celebrate each child's ambitions so that their full potential
can **TAKE FLIGHT**

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Regular Course of Study

All FLA students will be placed on the North Carolina High School Diploma track and will be required to complete successfully the following NC High School and FLA required coursework (including passing grades of 3 or higher on all relevant End-of-Course tests) to qualify for graduation:

Note: Honors-level courses will be offered as an option for most academic courses as per demand.

1 course credit in: Freshman Seminar (BRASS) (required freshman course)

4 course credits in English: English I, II, III, IV

4 course credits in Math: [Integrated] Math I, II, III and either Integrated Math IV or another advanced math course requiring Integrated Math III (or Algebra II) as prerequisite

4 course credits in Science: Earth/Environmental Science, Biology, one physical science, and one additional science elective

4 course credits in Social Studies:
World History, Civics/Economics, American History I and II

2 course credits in the same Foreign Language, such as Spanish I and II

1 course credit in Health and Physical Education

4 course credits in: Electives

24 Total Course Credits

Note: the state of North Carolina allows a number of the courses listed above to be taken in middle school at the discretion of the local LEA or charter school. Where credit for such courses are approved for FLA middle school students, or accepted for students entering FLA HS as 9th-graders or transferring to FLA HS from other high schools, the total number of course credits taken while in high school must still total at least 24. No student shall graduate from FLA HS with less than 24 course credits earned during the period of enrollment in high school grades 9-12.

GRADUATION REQUIREMENTS (see Board policy 3.8200)

1. Passing final grades on and resultant course credit for 24 or more high school – level courses offered at FLA or approved by the FLA administration for transfer from:

- a) other schools or colleges
- b) NC Virtual Public School approved high school course offerings
- c) other pre-approved e-learning programs and/or vendors
- d) NCDPI's Credit by Demonstrated Mastery program

[Approved 24 course credits to include all courses required for graduation with the NC High School Diploma or Occupational Diploma]

- 2. Satisfactory performance (3 or higher) on all state-mandated End-of-Course (EOC) tests and other state-mandated testing program requirements for graduation
- 3. Satisfactory performance on 2 PBL project content and presentations in the first semester of the senior year
- 4. Satisfactory performance on a pre-approved individual Graduation Project (both content and presentation)
- 5. Not more than 15 unexcused absences in any course in the senior year [Note: more than 15 unexcused absences in any high school course = loss of credit (see Board policies 4.2000 and 3.8101)]
- 6. Satisfactory completion of not less than 10 hours of approved school and/or community service in the senior year

[See Board policy 3.8200 for graduation requirements for students with disabilities.]

NORTH CAROLINA ACADEMIC SCHOLARS RECOGNITION

In March 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-1984 school year. Revisions were made to the program again in March 1990 and August 2002 to make it more consistent with graduation requirements and to promote rigorous academic study. In July 2009, the State Board of Education revised the Academic Scholars Program requirements to bring them into alignment with Future Ready Core graduation requirements and incorporate options for innovative high schools. These requirements are in effect for students who enter the ninth grade for the first time in or after 2009-2010. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

NC ACADEMIC SCHOLARS PROGRAM

English: 4 credits-(English I, II, III, and IV)

Math: 4 credits-(Math I, Math II, Math III and a higher level math course with Math III as a prerequisite)

Science: 3 credits-(Biology, Earth/Environmental Science, and Chemistry or Physics)

Social Studies: 4 credits-(World History, American History I & II
Civics and Economics)

Healthful Living: 1 credit

Language other than English: 2 credits-(Level I and Level II of the same language)

Higher Level Courses: 2 credits- (taken during Junior or Senior years which carry 5 or 6 quality points.

Completion of the North Carolina Graduation Project

Electives: 4 credits- concentration recommended from one of the following: Career and Technical Education, Arts Education, Second Languages, or any other subject area

GPA: 3.5 (Un-weighted)

Total: 25 credits+NCGP

COURSE REQUIREMENTS

COURSE LOADS

In the high school, a student shall carry a course load equal to the number of instructional periods in the school day, unless special permission is given to the student by the Executive Director.

COURSE SELECTION

No two required academic courses may be taken concurrently except in extenuating circumstances as defined by the Executive Director. Each student served by Falls Lake Academy may request any course listed in this program guide as long as the course enrollment requirements are met. The school has the potential offering of each course, subject to minimum student enrollment and adequate staffing and materials.

COURSE WITHDRAWAL POLICY

Except when approved by the principal, students are not allowed to drop a course after the first (20) twenty days of school for a year-long course and the first 10 days for a semester course. Schedule changes will not be permitted unless extenuating circumstances exist.

Promotion Requirements

1. Course credit criteria:
 - a) Classification as **Freshman**: All students are classified as Freshmen in their first year of high school, regardless of credits earned
 - b) Classification as **Sophomore**: minimum 5 earned course credits
 - c) Classification as **Junior**: minimum 11 earned course credits
 - d) Classification as **Senior**: Enough earned course credits to be within reach of graduation by the end of that school year
2. Satisfactory performance on all quarterly PBL project content and presentations
3. Not more than 15 unexcused absences in any year-long course and 8 unexcused absences in a semester course.

[Note: more than 15 unexcused absences in any high school course = loss of credit (see Board policies 4.2000 and 3.8101)]

4. Satisfactory completion of not less than 10 hours of approved school and/or community service throughout the school year

Please note that numbers 2-4 must be met each academic year.

Students With Disabilities Promotion Standards

To the extent possible, students with disabilities shall be held to the same promotion standards as all other students. However, for students with IEPs who take alternative assessments in lieu of the EOG or the EOC tests in their respective grades and/or high school courses, promotion decisions shall be based on criteria as recommended by the IEP team. Such decisions may or may not be tied to passing or failing course grades and/or other promotion requirements.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities shall be made available to students with disabilities who are subject to these promotion standards. Such opportunities must be in addition to the special education services provided to students with disabilities. Each IEP team, with the student's parent(s) or guardian(s) as members (and the student himself/herself as member, also, where appropriate) shall work together to determine the appropriate course of study for that student.

Grading Scale and Calculating Grade Point Averages

GRADING SCALE

A= 100-90

B=89-80

C=79-70

F= less than 70

GRADING QUALITY POINTS for Falls Lake Academy (local purposes only)

| | | | | |
|----------------|-----------|-----------|-----------|-----------|
| 96%-100%=4.000 | 91%=3.375 | 86%=2.750 | 81%=2.125 | 76%=1.500 |
| 95%=3.875 | 90%=3.250 | 85%=2.625 | 80%=2.000 | 75%=1.375 |
| 94%=3.750 | 89%=3.125 | 84%=2.500 | 79%=1.875 | 74%=1.250 |
| 93%=3.625 | 88%=3.000 | 83%=2.375 | 78%=1.750 | 73%=1.125 |
| 92%=3.500 | 87%=2.875 | 82%=2.250 | 77%=1.625 | |

72-70%=1.000

≤69%=0.000

GRADING QUALITY POINTS for OFFICIAL TRANSCRIPTS

90-100=4.0

80-89=3.0

70-79=2.0

60-69=1.0

<59=0.0

ACADEMIC HONORS

Grade point averages are calculated and rounded off to three decimal places. Class rank is graded on that three-decimal place of the weighted grade point average. Please note the following concerning graduation with honors.

GRADING QUALITY POINTS for Honors courses for Falls Lake Academy (local purposes only)

| | | | | |
|--------------|-----------|-----------|-----------|-----------|
| 96%-100%=4.5 | 91%=3.875 | 86%=3.25 | 81%=2.625 | 76%=2.0 |
| 95%=4.375 | 90%=3.75 | 85%=3.125 | 80%=2.5 | 75%=1.875 |
| 94%=4.25 | 89%=3.625 | 84%=3.0 | 79%=2.375 | 74%=1.75 |
| 93%=4.125 | 88%=3.5 | 83%=2.875 | 78%=2.25 | 73%=1.625 |
| 92%=4.0 | 87%=3.375 | 82%=2.75 | 77%=2.125 | |

72-70%=1.5

≤69%=0.5

GRADING QUALITY POINTS for Honors Courses for OFFICIAL TRANSCRIPTS

90-100=4.5

80-89=3.5

70-79=2.0

60-69=1.5

<59=.5

Honor Graduates: Seniors with a weighted cumulative grade point average of a 3.5 or higher as a result of the last reporting period of the student's senior year.

Valedictorian-Senior(s) with the highest weighted cumulative grade point average as a result of the last semester of their senior year.

Salutatorian-Senior(s) with the second highest cumulative grade point average as a result of the last semester of their senior year.

Honors Courses at Falls Lake Academy

Definition of Honors Level Courses:

Honors courses must be developed and implemented to:

-be more challenging than standard level courses in order to foster growth for advanced learners. Honors courses are those with standards written in a progressive nature or courses that require pre-requisite skills.

-be distinguished by a difference in the depth and scope of work required.

-students, families, and all school personnel are informed and understand that honors level courses are designed to be more challenging for the advanced learner.

Student's Role in Honors Level Courses

-Students should possess the interest, ability and motivation to meet the challenges of an honors level course.

-be willing to take a greater responsibility for their learning.

-aspire to an advanced level of learning through high quality work

-be aware of and complete any prerequisite course(s) leading to the honors level course.

Parent/Guardians' Role in Honors Level Courses

-be aware of the requirements and expectations of an honors level course.

-Support their student to perform at an advanced level of learning through high quality work.

Adapted from the North Carolina Honors Level Course Rubric Framework found at ncpublicschools.org

Course Descriptions



English

English I

- Credit 1.0
- Level: 9th
- Prerequisites: Successful completion of 8th-grade ELA & EOG

This course is an exploration of language, literature, and composition. Students will think critically about written and oral communication as a means of personal expression. The course is meant to develop student skills in reading, writing, speaking, listening, and critical thinking. Students will accomplish these goals through vocabulary development, written expression, and interpretation of a wide variety of literature.

English I Honors

- Credit 1.0
- Level: 9th
- Prerequisites: 8th-grade ELA with a grade ≥ 90 ; teacher recommendation; and completion of a summer reading project to be turned in on the first day of the school year.

This course is an exploration of language, literature, and composition, and is designed for the accelerated student who desires an intensive and challenging course of study. Students enrolling in Honors English I should already possess the ability to work independently and think critically and analytically. The course emphasizes communication as a means of personal expression, and is meant to sharpen and enhance higher-level skills in reading, writing, speaking, listening, and thinking. The course includes extensive vocabulary development, challenging writing assignments, and a rigorous study of a wide variety of literature.

English II

- Credit 1.0
- Level: 10th
- Prerequisite: English I

This course is an exploration of classic and contemporary literature from a wide range of world cultures. Students will investigate world literature in a cultural context and examine the way that artistic and personal expression is often a reflection of cultural experience and nuance. Students will also read historical documents or nonfiction texts paired with literary texts. Students will work in class and independently on critical thinking and reading skills through a variety of writing and reading assignments. The final exam for all English II students is the North Carolina End of Course Exam.

English II Honors

- Credit 1.0
- Level: 10th
- Prerequisites: English I with a grade ≥ 90 ; teacher recommendation; completion of a summer reading project to be turned in on the first day of the semester

This course is an exploration of ancient, classic, and modern literature from a wide range of world cultures. Students will investigate literature in a cultural and historical context and examine how it shapes our understanding of history. As an honors class, students will be required to meet higher standards of performance and quality of work over the course of the class. The course includes extensive vocabulary development, challenging writing assignments, and a rigorous study of world literature. The final exam for all English II students is the North Carolina End of Course Exam.

Social Studies

World History

- Credit 1.0
- Level: 9th
- Prerequisite: Successful completion of 8th grade social studies and EOC

Students taking this course will study major turning points that shaped the modern world. Students coming to this course are expected to have a firm foundation in the themes and tools of geography and early, ancient and classical civilizations from their K-8 experience. The standards of this course are grouped in a way that reflects accepted periodization by historians. In order to write a set of standards that can be reasonably taught and learned with some depth within the time available, topics have been selected around a basic core of chronologically-organized history and social science knowledge. This course requires a great amount of discipline and the ability to both process and write material quickly.

World History Honors

- Credit 1.0
- Level: 9th
- Prerequisite: successful completion of 8th grade social studies with a grade no lower than a 90 and a teacher recommendation

Covers the same curriculum listed above but in far more detail and with more of an emphasis on writing, exploring and interacting with the material.

Students taking this course will study major turning points that shaped the modern world. Students coming to this course are expected to have a firm foundation in the themes and tools of geography and early, ancient and classical civilizations from their K-8 experience. The standards of this course are grouped in a way that reflects accepted periodization by historians. In order to write a set of standards that can be reasonably taught and learned with some depth within the time available, topics have been selected around a basic core of chronologically-organized history and social science knowledge. This course requires a great amount of discipline and the ability to both process and write material quickly.

American History; Founding Principles, Civics, and Economics

- Credit 1.0
- Level: 10th
- Prerequisite: successful completion of World History

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

Ability to write research papers and informed opinion papers is a must and also this course is foundational for understanding and succeeding in 11th grade American History I.

Honors American History; Founding Principles, Civics, and Economics

- Credit 1.0
- Level: 10th
- Prerequisite: successful completion of World History with a 90+ and teacher recommendation

Mathematics Courses

Math I

- Credit 1.0
- Level: 8th or 9th
- Prerequisite: Successful completion of Pre-Algebra or 8th grade Math

This course is the first course in a three-part program designed to prepare all students for college and career readiness in Mathematics. The students will be following the curriculum from the Common Core State Standards for Mathematics. Students are required to have a graphing calculator for the course (TI-84 plus preferred), and appropriate technology will be used throughout the course where applicable. Students in this course must take and pass the Final Exam for Common Core Math I to receive credit for the course.

Math II

- Credit 1.0
- Level: 9th or 10th
- Prerequisite: Successful completion of Math I

This course is the second course in a three-part program designed to prepare all students for college and career readiness in Mathematics. The students will be following the curriculum from the Common Core State Standards for Mathematics. Students are required to have a graphing calculator for the course (TI-84 plus preferred), and appropriate technology will be used throughout the course where applicable. Students in this course must take and pass the End-of-Course test for Common Core Math II to receive credit for the course.

Honors Math II

- Credit 1.0
- Level: 10th or 11th
- Prerequisite: Successful completion of Math I with a 90+ Average and Teacher recommendation

This honors course is the second course in a three-part program designed to prepare all students for college and career readiness in Mathematics. The students will be following the curriculum from the Common Core State Standards for Mathematics in greater depth and additional topics may be covered. Students are required to have a graphing calculator for the course (TI-84 plus preferred), and appropriate technology will be used throughout the course where applicable. Students in this course must take and pass the End-of-Course test for Common Core Math II to receive credit for the course.

Math III

- Credit 1.0
- Level: 10th or 11th
- Prerequisite: Successful completion of Math II

This course is the third course in a three-part program designed to prepare all students for college and career readiness in Mathematics. The students will be following the curriculum from the Common Core State Standards for Mathematics. Students are required to have a graphing calculator for the course {TI-84 plus preferred),and appropriate technology will be used throughout the course where applicable. Students in this course must take and pass the End-of-Course test for Common Core Math III to receive credit for the course.

Honors Math III

- Credit 1.0
- Level: 10th or 11th
- Prerequisite: Successful completion of Hon. Math II or 90+ average in Math II
Teacher recommendation

This course is the third course in a three-part program designed to prepare all students for college and career readiness in Mathematics. The students will be following the curriculum from the Common Core State Standards for Mathematics in greater depth and additional topics may be covered. Students are required to have a graphing calculator for the course {TI-84 plus preferred),and appropriate technology will be used throughout the course where applicable. Students in this course must take and pass the End-of-Course test for Common Core Math III to receive credit for the course.

Honors Pre-Calculus

- Credit 1.0
- Level: 11th or 12th
- Prerequisite: Honors Math III or 90+ average in Math III and Teacher Recommendation

The Pre-Calculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytical geometry, series and sequences, data analysis, vectors and limits. Applications and modeling are included throughout the course and a graphing calculator is required (TI-84 preferred). The students must take and pass the End of Course test for Pre- Calculus to receive credit for the course.

Science Courses

Earth and Environmental Science

- Credit 1.0
- Level: 9th
- Prerequisite: Successful completion of 8th grade science

This course will cover the following topics: the Earth's role as a body in space, how processes and forces affect the lithosphere, how human influences impact the lithosphere, the structure and processes within the hydrosphere, evaluate how humans use water, the structure of and processes within our atmosphere, patterns of global climate change over time, how the lithosphere, hydrosphere, and atmosphere individually and collectively affect the biosphere, human behaviors in terms of how likely they are to ensure the ability to live sustainably on Earth.

Honors Earth and Environmental Science

- Credit 1.0
- Level: 9th
- Prerequisite: Successful completion of 8th grade science with a 90+ and teacher recommendation

This course will cover the following topics: the Earth's role as a body in space, how processes and forces affect the lithosphere, how human influences impact the lithosphere, the structure and processes within the hydrosphere, evaluate how humans use water, the structure of and processes within our atmosphere, patterns of global climate change over time, how the lithosphere, hydrosphere, and atmosphere individually and collectively affect the biosphere, human behaviors in terms of how likely they are to ensure the ability to live sustainably on Earth.

Biology

- Credit 1.0
- Level: 10th
- Prerequisite: Successful completion of Earth and Environmental Science

Biology is a fundamental science that is germane to a student's progress through scientific inquiry. The course covers and investigates cells and organelles both in their structures and functions. Living organisms and their environments as well as their impacts on one another is studied and evaluated. Biology endeavors into evolution through natural selection and how DNA affects the interaction on alleles and genetic traits. Students will focus on classification systems and molecular biology, as well as biochemical processes and their influence on cellular energy use.

Honors Biology

- Credit 1.0
- Level: 10th
- Prerequisite: Successful completion of Earth and Environmental Science with a 90+ and teacher recommendation

Biology is a fundamental science that is germane to a student's progress through scientific inquiry. The course covers and investigates cells and organelles both in their structures and functions. Living organisms and their environments as well as their impacts on one another is studied and evaluated. Biology endeavors into evolution through natural selection and how DNA affects the interaction on alleles and genetic traits. Students will focus on classification systems and molecular biology, as well as biochemical processes and their influence on cellular energy use.

(This course expands on the above with greater emphasis on written assignment)

Physical Education

Healthful Living I

- Credit 1.0
- Level: 9th
- Prerequisite:

The Healthful Living Curriculum is designed to help individual develop proactive health promoting behaviors. Students develop the knowledge and skills that empower them to identify and manage health behaviors related to stress management, self-protection, interpersonal relationships, nutrition/weight management, substance abuse, family life, CPR, and first aid. The physical education component stresses lifetime sports, gymnastics, cardiovascular fitness, and dance skills. Students have the opportunity to demonstrate acceptable levels of health-related fitness and to develop the knowledge and skills to implement their own personal fitness program.

Elective Physical Education Courses

Team Sports I

- Credit 1.0
- Level: 10th
- Prerequisite: Healthful Living

This course is an extension of some sports that were taught in Healthful Living and additional new sports. Some examples include: floor hockey, basketball, volleyball, flag football, and various team building games. Each sport will be taught at a level above that of Healthful Living and will include: basic offensive and defensive strategies play making, rules, and team work. The amount of time for each sport will be equal throughout the semester and upon completion of this course, the learner should be able to perform each sport at a level competent enough to play for recreation/intramural leagues.

Team Sports II

- Credit 1.0
- Level: 11th
- Prerequisite: Team Sports I

This course is a more advanced level course for the learner who wants to gain experience/knowledge and includes the same sports taught in Team Sports I. Advanced offensive and defensive strategies, individual assessment/analyzing of plays, officiating and coaching will be taught during the semester for each sport in this course. The amount of time for each sport will be equal throughout the semester and upon completion of this course, the learner should be able to perform at a level competent enough to play for school athletics and/or organized competitive leagues

Physical Education Pupil Instructors I (PEPI I)

- Credit 1.0
- Level: 11th and 12th
- Prerequisite: Healthful Living I and 2 teacher recommendations

The course is designed for students interested in serving as physical education aides to elementary classroom teachers. Special training in the area of elementary physical education is given to each student prior to working in the schools. Students will be trained in classroom management; development of physical activity lessons, conflict resolution skills, and providing lessons aligned to the Physical Education goals in the North Carolina Standard Course of Study. This course is designed for students interested in careers related to teaching or recreation leadership.

Physical Education Pupil Instructors II (PEPI II)

- Credit 1.0
- Level: 12th
- Prerequisite: Healthful Living I, PEP I, and 2 teacher recommendations

The course is an extension of PEPI I. Students in this course will take a more active role as a pupil instructor at the assigned elementary school, are provided with additional opportunities to work with students at differing grade levels, and are expected to demonstrate a greater level of leadership within the PEPI program. This course is designed for students interested in careers related to teaching or recreation leadership.

Elective Courses

Freshman Seminar

- Credit 1.0
- Level: 9th

Freshman Seminar is a required graduation elective course that offers ninth graders important skills to high school success. This is an academically based course that will offer students instruction in study skills, organization strategies, goal setting, and time management techniques. Students will focus on topics ranging from adjusting to high school life to planning for your future. They will participate in a variety of activities including: hands-on activities, classroom discussions, class readings, projects, and group work. Students will work on high school planning, and explore post-secondary college and career options as time allows.

Spanish I

- Credit 1.0
- Level: 10th

This course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the four skills of listening, speaking, reading and some writing. Students will learn how to carry on a simple conversation and will receive a basic understanding of Spanish culture, vocabulary, and grammatical concepts.

Current Affairs and Issues

- Credit 1.0
- Level: 10th

This course will build upon and interact with social studies skills students acquire in other classes. The course is designed to give students a broader view of the world around them and to teach them to impartially judge sources of information presented to them through various forms of media. Students will examine important local, state, national, and international events and topics. Students will be evaluated based on measures of higher order thinking skills.

Public Speaking

- Credit 1.0
- Level: 10th

In this course, students learn how to present informative, communication, develop listening skills, and build self-confidence, they learn to reduce the stress involved in presenting ideas in an open forum. In this comfortable class setting, students are supported and encouraged to excel as they prepare and present speeches for the class audience.

Yearbook/Journalism

- Credit 1.0
- Level: 10th

Prerequisites: English 1 and teacher recommendation

This course focuses on the basic elements of journalistic writing and layout, as well as the development process of the school's yearbook. This course is demanding in that it requires students' time, leadership and expertise. Students will be required to attend and cover events after-school, in the evenings and possibly on the weekends. Learning goals for the course include: work within the guidelines of ethical and responsible journalism, sell advertisements in a professional manner, write stories using Associated Press style, edit copy, interact and interview staff and students, take photographs for both the newspaper and yearbook, and represent your school publications across the campus by acting in a professional and mature manner. Students must learn how to work as a team while meeting deadlines and time restraints.

Astronomy

- Credit 1.0
- Level: 10th

This course acquaints students with astronomy concepts including basic facts about the Earth, moon, and stars. Also included for study are galaxies, cosmology, and space exploration.

Theatre Arts 1

- Credit 1.0
- Level: 9th and 10th

This class provides an introduction to theatre as a discipline and art form. Through theatre games and improvisation exercises, students will develop confidence, trust, and voice and movement skills. As they give and receive criticism on performances in and outside of class, including scene and monologue work, students will apply evaluative criteria and appreciate excellence in performance.

Theatre Arts II

- Credit 1.0
- Level: 10th

In this course, students continue to develop vocal and physical acting skills (including in-depth character analysis and development) and playwriting. Various acting styles are introduced along with opportunities to explore directing. Class activities include more challenging improvisation, vocal development, and solo/collaborative presentations in acting and directing.

Art I

- Credit 1.0
- Level: 9th or 10th

Students will utilize previous experience in middle school art to build new skills. Artist movements and styles will be studied in detail to create new works based off of historical art. 2-D and 3-D artworks will be created from a variety of materials, including repurposing objects. Students will complete a variety of individual projects utilizing pencils, pen, oil pastels, chalk pastels, paint, etc. This course is very independent with some guidance. Grading begins to focus on technique and application as well as completion and time management skills and participation.

Art II

- Credit 1.0
- Level: 10th
- Prerequisite: Successful completion of Art I

Students will utilize Art I skills learned in the previous course. It will build upon the elements of art and principles of design by further exploring these and applying them to artwork. 2-D and 3-D artworks will be created. Students will use a variety of mediums and have more 3-D projects. Students will also be encouraged to explore various artists' styles and use those to help shape and mold their own style. Grading considers artists' ability and style along with completion, directions followed and participation.

Photography

- Credit 1.0
- Level: 10th

Photography is a course where students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.

Dance

Course Descriptions

Our dance education program strives to build individuality, confidence, problem solving and an intellectual understanding of dance history and the body. With four levels of dance, advanced dance team and choreography courses we push our students to take a more educational approach to the execution of movement and movement creation. Through dance, we learn and build everyday skills that can later be applied in the working and higher education world to succeed.

These courses are meant to follow ability level rather than age or grade; classes are intended to have a mix of ages and grades. If a student has the desire like to skip a level, they must attend a master class or perform a solo no longer than 90 seconds to audition to move levels.

Dance I and II

- Credit 1.0
- Level: 9th and 10th
- Prerequisite:

These being the lower levels will be used to build basic technique skills, vocabulary, understanding of dance and its purpose in student's lives and in the world. We will learn world dance cultures and how the art of dance relates to other courses of study. We will use these first two courses to grow confidence and a base level of dance technique, including but not limited to; first-third positions turnout and parallel, plie, chaines tournes, chasse, waltz, grande jete, pointed and sickled feet. Most of these techniques will be derived and based upon modern dance.

Dance III and IV

- Credit 1.0
- Level: 11th and 12th
- Prerequisite:

Dance III & IV will continue the intellectual learning of dance through dance anatomy and dance history as well as more advanced technique and movement vocabulary. These levels of student will have student choreography projects (used for performance), connect dance with visual art and will also have master classes and stronger movement learning. By continuing to build confidence and understanding of dance technique we will learn movement vocabulary including but not limited to; petite allegro, grande allegro, barre work, leg extensions, rande de jambe, assemble, stage facings and first-fifth positions turnout and parallel. We will mostly study movement and strengthening from modern dance but ballet as well at this level.

Advance Dance Technique (Dance Team)

- Credit 1.0
- Level: 11th and 12th
- Prerequisite: Dance III and IV and audition

This is the highest level of dance study at FLA. This course is audition based and requires the completion of dance courses 3 and/or 4 (by discretion of the teacher and principals). This class will have the opportunity to perform at competitions, study numerous genres of dance and push their technique to greater lengths while finding and mind/body centering of dance. Using critical and depth thinking, students will connect with their ideas of dance and why they dance. This course will use full French vocabulary, variations of acro, jazz, contemporary and ballet. This course will be used to challenge their emotional and physical ability as a dancer while applying anatomy and dance history. Dances from this class may be used to perform for games, pep rallies, school events or other. This will be a course so that those who have dance afterschool can participate and have the option of this extracurricular.

Concert Band

- Credit 1.0
- Level: 9th, 10th
- Prerequisite: at least two year of playing experience

This organization is open to all wind and percussion players. Classroom activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines such as sight-reading and correct responses to a conductor's musical insight to the literature being studied and to be performed. Students study a varied repertoire of developmentally appropriate concert band literature, technical studies, and develop the ability and artistry to convey a composer's intent in the performance of music. There is periodic classroom assessment to monitor student progress. Out-of-school performances and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Private lessons are encouraged but not required. Practicing at home is expected and will vary with the individual.

Symphonic Band

- Credit 1.0
- Level: 10th and 11th
- Prerequisite: at least three years of playing experience and audition (eventually, not 2016-2017 most likely)

This is the premier performing organization an emphasis on excellent ensemble singing and individual vocal development. Only the most dedicated and serious vocalists with advanced music skills and vocal maturity will be considered for membership. Classroom activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines such as

sight-reading and correct responses to a conductor's musical insight to the literature being studied and to be performed. Students study a varied repertoire of developmentally appropriate concert band literature, technical studies, and develop the ability and artistry to convey a composer's intent in the performance of music. There is periodic classroom assessment to monitor student progress. Out-of-school performances and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Private lessons are encouraged but not required. Practicing at home is expected and will vary with the individual.

Chorus

- Credit 1.0
- Level: 9th, 10th, 11th, and 12th
- Prerequisite: none

This class is the entry-level choir for both male and female students interested in vocal music performance. It is also an outlet for the student who enjoys singing for his/her own pleasure. The following musical skills for ensemble singing will be stressed: proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading. Various styles of choral literature will be explored which will prepare for membership in one of the select choirs by audition. Participation in various performances is a requirement of the class. Out-of-school performances, and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Homework will vary with the individual.

Advanced Chorus: Concert Choir

- Credit 1.0
- Level: 10th, 11th, and 12th
- Prerequisite: Audition
(eventually, not 2016-2017 most likely)

This is the premier performing organization an emphasis on excellent ensemble singing and individual vocal development. Only the most dedicated and serious vocalists with advanced music skills and vocal maturity will be considered for membership. Attendance at various public performances and contests is a requirement. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Private voice lessons are encouraged for all participants. Homework (practicing) will vary with the individual.

Computer Programming I

- Credit 1.0
- Level: 10th
- Prerequisite: None, although successful completion of Algebra I is **highly suggested** by NCVPS.

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences at the home school.

Creative Writing

- Credit 1.0
- Level: 10th
- Prerequisite: Completion of English I with an 85+

Students create original paragraphs, essays, poems, and short stories in this course, which also highlights the process of writing in a structured way. They read professionally written forms of creative writing as models and then integrate their impressions of these works with their personal life experiences as they compose their own writing projects. Students are provided topics they employ to practice writing on some of the following themes: narration, definition, process analysis, cause and effect, and comparison/contrast, etc. A major component of this course is an emphasis on editing and revision.

North Carolina Virtual Public School (NCVPS)

- Credit 1.0
- Level: 10th
- Prerequisite: Depends on course that student chooses

Please refer to following web address for complete list of courses offered through NCVPS. This is designed to allow students opportunities to take an online course of their choosing. The classroom would consist of many students taking a variety of online courses. Students would be in a classroom with a facilitator. Students would be expected to be responsible and self-motivators.

<http://www.ncvps.org/index.php/fall-and-yearlong-2016-traditional-courses/>