

Falls Lake Academy

High School

Course Selection Guide



2017-2018

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 Future Ready Core Diploma track and will be required to successfully complete the following NC High School and FLA required coursework to qualify for graduation.

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

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

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

4 course credits in Math: Math I, II, III and either Math IV or another advanced math course requiring Math III as prerequisite

3 course credits in Science: Earth/Environmental Science, Biology, one physical science (Physics, Physical Science, or Chemistry)

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

2 course credits in the same Foreign Language

1 course credit in Health and Physical Education

4 course credits in: Electives

Successful completion of PBL Senior Thesis

23 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 23. No student shall graduate from FLA HS with less than 23 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 and credit for 23 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 23 course credits to include all courses required for graduation with the NC High School Diploma or Occupational Diploma]

2. Satisfactory performance 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 PBL Senior Thesis (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.]

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 Associate Director, students are not allowed to drop a course after the first 10 days. 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 with 1 being English I
- c) Classification as **Junior**: minimum 11 earned course credits with two credits being English I and English II
- d) Classification as **Senior**: Enough earned course credits to be within reach of graduation by the end of that school year and successful completion of English I, II and III. (18 Credits)

2. Satisfactory performance on all quarterly PBL project content and presentations

3. Not more than 15 unexcused absences in any yearlong 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)]. Satisfactory completion of not less than 10 hours of approved school and/or community service throughout the school year

Please note that numbers 2 and 3 must be met each academic year.

Students With Disabilities Promotion Standards

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.

Graduating With Honors Requirements:

Cum Laude - GPA 3.5 to 3.7

Magna Cum Laude - GPA 3.8 to 3.9

Summa Cum Laude - GPA 4.0+

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

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 prerequisite skills
- Be distinguished by a difference in the depth and scope of work required
- 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/Guardian's 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

ADVANCED PLACEMENT COURSES

Definition of Advanced Placement Courses

AP Courses are developed and implemented to:

- Be significantly more challenging than standard or honors level courses in order to foster growth for very advanced learners. AP courses are those with standards written and implemented by the College Board in conjunction with state standards. Many of these courses require significant time outside class or prerequisite skills for successful completion.
- Distinguish a meaningful difference in the depth and scope of work required.
- Be more challenging for the very advanced learner.

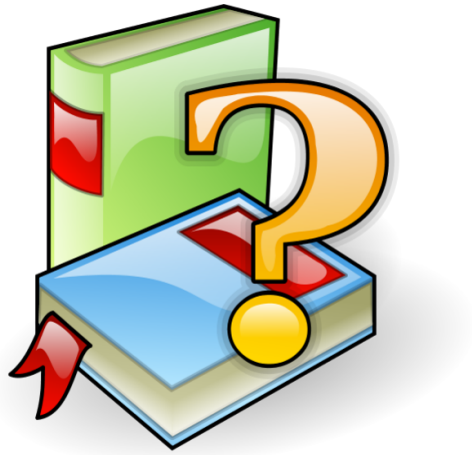
Student's Role in Advanced Placement Courses

- Students should possess the interest, ability and motivation to meet the challenges of an AP level course.
- Be willing to take a much 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 AP level course.

Parent/Guardian's Role in Advanced Placement Level Courses

- Be aware of the requirements and expectations of an AP level course.
- Support their student to perform at a very advanced level of learning through high quality work.

Course Descriptions



English I

- Credit: 1.0 Core
- Grade Level: 9

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. This course will also include analysis of influential U.S. historical documents and the reading of at least one Shakespearean play.

English I Honors

- Credit: 1.0 Core
- Grade Level: 9
- 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 course.

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, as well as the importance of audience. This course will also include analysis of influential U.S. historical documents and the reading of at least one Shakespearean play. The course includes extensive vocabulary development, challenging writing assignments, and a rigorous study of a wide variety of literature.

English II

- Credit: 1.0 Core
- Grade Level: 10
- 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. Students will engage in research processes and recognize various documentation techniques. The final exam for all English II students is the North Carolina End of Course Exam.

English II Honors

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

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. 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. Students will engage in research processes and recognize various documentation techniques. 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.

English III

- Credit: 1.0 Core
- Grade Level: 11
- Prerequisite: English II

This American literature course focuses on the analysis of both literary and informational texts. Students are asked to consider more than the text alone, synthesizing multiple pieces and demonstrating their understanding through discussion, research, presentations and various forms of writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

English III Honors

- Credit: 1.0 Core
- Grade Level: 11
- Prerequisites: English II with a grade ≥ 90 ; teacher recommendation and completion of a summer reading project to be turned in on the first day of the course.

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

AP English Language and Composition (Can be used to replace English III)

- Credit: 1.0 Core
- Grade Level: 11
- Prerequisites: English II with a grade ≥ 90 ; teacher recommendation and completion of a summer reading project to be turned in on the first day of the semester.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students enrolled in this course are expected to take the College Board Advanced Placement test.

AP English Literature and Composition (Can be used to replace English IV)

- Credit: 1.0 Core
- Grade Level: 12
- Prerequisites: English III with a grade ≥ 90 ; teacher recommendation and completion of a summer reading project to be turned in on the first day of the course.

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students enrolled in this course are expected to take the College Board Advanced Placement test.

Journalism I

- Credit: 1.0 Elective
- Level: 10, 11, or 12
- Prerequisite: Teacher recommendation

Students will study and research the techniques and history of journalism. They will learn journalistic writing, layout, the organization of a yearbook, and the history of American journalism. They will also survey the mass media, photography, television and radio reporting. Journalism I students will receive training as they assist in reporting, layout, selling and circulating the yearbook for elementary, middle and high school.

Journalism II

- Credit: 1.0 Elective
- Grade Level: 11 or 12
- Prerequisite: Teacher recommendation

The primary duties of Journalism II students are to produce a school yearbook for elementary, middle and high school. They will further their knowledge and skills from Journalism I and will assist in training and supervision of Journalism I students.

Social Studies

World History

- Credit: 1.0 Core
- Grade Level: 9
- Prerequisite: None

This year-long required course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. Students will also develop the reading-comprehension skills needed to understand historical documents.

World History Honors

- Credit: 1.0 Core
- Grade Level: 9
- Prerequisite: Grade \geq 90 in 8th grade Social Studies and a teacher recommendation

This year-long course covers the same curriculum listed above but in far more detail and with more of an emphasis on writing, exploring, and interacting with historical primary source material. 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. This course requires a great amount of discipline and the ability to both process and write material quickly. Special attention is given to developing the critical thinking, test-taking, and writing skills needed to succeed in future Advanced Placement classes. Additional outside reading and document analysis are also incorporated into this course as part of the accelerated curriculum.

American History; Founding Principles, Civics and Economics

- Credit: 1.0 Core
- Grade Level: 10
- Prerequisite: 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. This is a survey course that gives students practical understanding of civic participation and government, as well as a study of basic economies that affect their lives as citizens and consumers. 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 Core
- Grade Level: 10
- Prerequisite: World History with a grade ≥ 90 and teacher recommendation

This honors course is designed to challenge students. This course covers the same curriculum listed above but in far more detail and with more of an emphasis on writing, exploring and interacting with historical primary source material. 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. Students are expected to read and work with a wide spectrum of challenging, relevant instructional material. Ability to write research papers and informed opinion papers is a must. This course is foundational for understanding and succeeding in 11th grade American History I.

American History I: The Founding Principles

- Credit: 1.0 Core
- Grade Level: 11
- Prerequisite: American History; Founding Principles, Civics and Economics

In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. This course goes beyond memorization of isolated facts to the development of higher level thinking skills to encourage the ability to evaluate history and make historical assessments.

Honors American History I: The Founding Principles

- Credit: 1.0 Core
- Grade Level: 11
- Prerequisite: American History; Founding Principles, Civics and Economics with a grade of ≥ 90 and teacher recommendation

This honors course is designed to challenge students. It covers the same curriculum listed above but in far more detail and with more of an emphasis on writing, exploring and interacting with historical primary source material. This course will provide students with opportunities to gain a deeper understanding of the historical events which shaped the United States, from European Exploration to the early nineteenth century. Instructional pacing is accelerated beyond the standard American History I course.

AP United States History (Can be used to replace American History I)

- Credit: 1.0 Core
- Grade Level: 11
- Prerequisite: American History; Founding Principles, Civics and Economics with a grade of ≥ 90 and teacher recommendation

This course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in US history. The curriculum of the course centers around four types of historical thinking skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Students will explore seven themes throughout this course: identity; work, exchange, and technology; peopling; politics and power; America in the world; environment and geography – physical and human; and ideas, beliefs, and culture. Students enrolled in this course are expected to take the College Board Advanced Placement test.

Honors Psychology

- Credit: 1.0 Elective or 4th Social Studies credit
- Grade Level: 10, 11 and 12
- Prerequisite: None

This full-credit honors course is designed to give students an understanding of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. This course emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

21st Century Geography

- Credit: 1.0 Elective or 4th Social Studies credit
- Grade Level: 11, 12
- Prerequisite: American History; Founding Principles, Civics, and Economics

This course emphasizes the increasing interconnectedness of our world, as well as the notion of “spatial variation”, how and why things differ from place to place both physically and culturally on the earth’s surface. Globalization, the ongoing process of increasing interconnectedness and interdependence among humankind, will be thoroughly explored. An awareness of the positive or negative possibilities of these connections and an understanding about the world as a whole community is critical to individual improvement and the advancement of humanity. Students will leave this course better prepared for success in 21st Century careers.

Mathematics

Foundations of Math I

- Credit: 1.0 Elective
- Grade Level: 9

The purpose of this Fall-only course is to formalize and extend the mathematics that students learned in the middle grades in preparation for entering Math I in the spring. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in Math 1. There will be an emphasis on developing concepts in algebra, functions and numbers and operations. The Standards for Mathematical Practice are applied throughout the course. This course will run in the fall and will be 90 minutes long. Then in the spring students will enroll in Math I, which will also be 90 minutes long. Students will take the Math I EOC at the end of the year and must pass the EOC with a level 3, 4, or 5 to get the required Math I credit for graduation.

Math I

- Credit: 1.0 Core
- Grade Level: 9

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 will study concepts of algebra, geometry, functions, number and operations, statistics, and modeling. Students will be expected to take these concepts, analyze and apply them with various sets of given constraints. The final exam for all Math I students is the North Carolina End of Course Exam.

Math II

- Credit: 1.0 Core
- Grade Level: 10
- Prerequisite: 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. This course will build upon the concepts in Math I. In addition to these concepts, Math II incorporates polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. As in Math I, students will be expected to analyze and apply the standards within a given set of constraints.

Honors Math II

- Credit: 1.0 Core
- Grade Level: 10
- Prerequisite: Math I with a grade of ≥ 90 and Teacher recommendation

Honors Math II covers the same topics of Math II but at a more rigorous level. Additional topics and requirements with real-world applications expected. Students will be expected to work at a higher independence level, and should expect the amount of homework to be more than regular Math II.

Math III

- Credit: 1.0 Core
- Grade Level: 10 or 11
- Prerequisite: 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. Math III delves deeper into the concepts in Math I and II and includes algebraic concepts such as: the complex number system, functions, inverse functions, trigonometric functions and the unit circle.

Honors Math III

- Credit: 1.0 Core
- Grade Level: 10 or 11
- Prerequisite: Honors Math II or Math II with a grade ≥ 90 and teacher recommendation

Honors Math III covers the same topics of Math III but at a more rigorous level. Additional topics and requirements with real-world applications expected. Students will be expected to work at a higher independence level, and should expect the amount of homework to be more than regular Math III.

Advanced Functions and Modeling

- Credit: 1.0 Core
- Grade Level: 11 or 12
- Prerequisite: Math III

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Advanced Functions and Modeling is not an honors level course. A student cannot receive math graduation credit for Advanced Functions and Modeling and Pre Calculus; one must count as an elective. This course is accepted as the fourth math for admission to UNC System institutions.

Honors Pre-Calculus

- Credit: 1.0 Core
- Grade Level: 11 or 12
- Prerequisite: Honors Math III or grade ≥ 90 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. This course is accepted as the fourth math for admission to UNC system institutions.

AP Calculus AB

- Credit: 1.0 Elective or Core
- Grade Level: 11 or 12
- Prerequisite: Pre-Calculus

The AP Calculus curriculum includes limits, continuity, derivatives with applications, and elementary integration with applications. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions.

Earth and Environmental Science

- Credit: 1.0 Core
- Grade Level: 9
- Prerequisite: None

This course focuses on the functions of the Earth's systems. The following topics are emphasized: matter, energy, weather and climate, human population dynamics, the cycles that circulate matter and energy through the earth system, plate tectonics, origin and evolution of the earth, the universe, and 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 Core
- Grade Level: 9
- Prerequisite: Successful completion of 8th grade science with a 90+ and teacher recommendation

This course focuses on the same standards and topics as regular Earth and Environmental Science at a more rigorous level. Students will be assigned more independent and higher level reading materials and are expected to work more independently to develop their in depth understanding of the Earth and Environmental Sciences.

Biology

- Credit: 1.0 Core
- Grade Level: 10
- Prerequisite: Earth and Environmental Science

This 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 examines the molecular basis of heredity, biological evolution theory. Students will examine the interdependence of organisms, energy and organization in living systems, biochemical processes and their influence on cellular energy use. Students must take and pass the End of Course test with a level 3 or higher to receive credit for this course.

Honors Biology

- Credit: 1.0 Core
- Grade Level: 10
- Prerequisite: Earth and Environmental Science with a grade ≥ 90 and teacher recommendation

This course expands on the concepts covered in regular biology. Students will be expected to regularly read and report on recent research in biology and demonstrate their understanding of biology objectives in a more in-depth way. Students are expected to work independently on a variety of assignments and the out of class work load will be greater than regular biology. Students must take and pass the End of Course test with a level 3 or higher to receive credit for this course.

Chemistry

- Credit: 1.0 Core or Elective
- Grade Level: 11 or 12
- Prerequisite: Math II, Biology
- Co-requisite: Math III or higher level math.

Chemistry is the study of the composition, structure, transformation, and properties of substances. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Students will examine chemical reactions. Laboratory experiences and demonstrations are integral parts of this course. Students will need to have a firm understanding of the concepts in Math I and II. They will need to be able to perform unit conversions and should expect to work chemistry problems on a daily basis without relying heavily on a calculator. Chemistry and physics use math as an essential tool.

Honors Chemistry

- Credit: 1.0 Core or Elective
- Grade Level: 11 or 12
- Prerequisite: Math II, Biology
- Co-requisite: Math III or higher level math.

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Chemistry. The course uses the NC Common Core State Standards for Chemistry as a foundation for a more in-depth and advance study of Chemistry. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied.

AP Chemistry

- Credit: 1.0 Core or Elective
- Grade Level 11 or 12
- Prerequisite: Successful completion of Math II or a higher level math and concurrent enrollment in Math III or higher level math. Successful completion of Earth and Environmental and Biology.

Advance Placement Chemistry is equivalent to a two-semester college chemistry course. Topics include atomic and molecular structure, descriptive inorganic and organic chemistry, chemical kinetics, chemical equilibrium, electrochemistry, and basic techniques of qualitative analysis. At the completion of this course, students will be required to take the Advanced Placement Exam. Passing this exam is required to obtain college credit for the course.

Physics

- Credit: 1.0 Core or Elective
- Grade Level: 12
- Prerequisite: Math II, Biology.
- Co-requisite: Math III or a higher level math

Students develop a general understanding of the use of mathematics to describe natural phenomena. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics.

Honors Physics

- Credit: 1.0 Core or Elective
- Grade Level: 12
- Prerequisite: Math II, Biology
- Co-requisite: Math III or a higher level math.

Honors Physics is the in-depth study of the use of mathematics to describe natural phenomena. It provides an understanding of the physical principles and laws dealing with mechanics, heat, light, electromagnetism, and nuclear energy. The course uses the NC Common Core State Standards for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student's view of physics through exploration of current research and experimentation. Students are expected to be more independent in this course work when compared to regular physics and should expect the time spend on the course outside of class to resemble the amount of time spent in class.

AP Physics 1: Algebra Based

- Credit: 1.0 Core or Elective
- Grade Level 12
- Prerequisite: Math III, Biology
- Co-requisite: Pre-Calculus or Adv. Functions and Modeling

This course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. At the completion of this course, students will be required to take the Advanced Placement Exam.

Physical Science

- Credit: 1.0 Core or Elective
- Grade Level: 11 or 12
- Prerequisite: Math II, Biology
- Co-requisite: Math III or a higher level math.

The concepts of physics and chemistry are covered at a less strenuous pace than Chemistry and Physics. Students will use their mathematical skills in the application of their study of Physical Science, however in this course they will receive a bit more support with the mathematics and how to apply it. They will study the structure of atoms, structure and properties of matter, motion and forces, conservation of energy, matter and charge.

Physical Education

Healthful Living I

- Credit: 1.0 Core
- Grade Level: 10
- Prerequisite: None

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.

Team Sports I

- Credit: 1.0 Elective
- Grade Level: 10, 11 or 12
- 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 teamwork. 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.

Mindful Living

- Credit: 1.0 Elective
- Grade Level: 9, 10, 11 or 12
- Prerequisite: Healthful Living

This course will explore various aspects of overall health. Students will understand healthy and effective interpersonal communication and relationships. Create positive stress management strategies. Analyze the relationship of nutrition, fitness, and stress management to the prevention of diseases such as obesity, eating disorders and mental health. Apply lifelong nutrition and health-related fitness concepts to enhance one's

quality of life. Differentiate between the lifelong effects of positive and negative health behaviors. Explore physical activities such as yoga, Pilates, walking, and meditation to reduce anxiety while increasing mindfulness and overall health.

Introduction to Strength and Conditioning

- Credit: 1.0 Elective
- Grade Level: 11 or 12
- Prerequisite: Healthful Living

This course is designed to develop proper lifting and spotting techniques for safety in weight training. Students will develop strength, endurance, and muscle tone. This is a physically demanding course that utilizes free weights, plyometric and cardio-respiratory activities to improve levels of fitness.

Physical Education Pupil Instructors

- Credit: 1.0 Elective
- Grade Level: 10, 11, 12
- Prerequisite: Healthful Living or Co-requisite and teacher recommendation

This course is designed for students interested in serving as a physical education assistant to elementary physical education specialist. Students will assist and observe in elementary physical education classes as well as design and develop lesson plans and assist in running classes. Students interested in working with young children would benefit from this course.

Freshman Seminar

Freshman Seminar

- Credit: 1.0
- Grade Level: 9
- Prerequisite: None

This course is required for graduation at Falls Lake Academy. Students will learn 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 examine how their high school choices will impact what options are available to them for college. Students will explore post-secondary college and career options as time allows.

Spanish I

- Credit: 1.0
- Grade Level: 10 or 11
- Prerequisite: None

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.

Spanish II

- Credit: 1.0
- Grade Level: 11 or 12
- Prerequisite: Spanish I

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture.

Spanish III

- Credit: 1.0 Foreign Language or Elective
- Grade Level: 12
- Prerequisite: Spanish II

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

Beginning Theatre Arts I

- Credit 1.0 elective
- Grade Level: 9, 10, 11, or 12
- Prerequisites: None

This class provides an introduction to theatre as a discipline and art form. Through theatre games and improvisation exercises, students will develop confidence, trust, 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.

Intermediate Theatre Arts II

- Credit 1.0 Elective
- Grade Level: 10, 11, or 12
- Prerequisites: Beginning Theater Arts I

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.

Proficient Theatre Arts III

- Credit: 1.0 Elective
- Grade Level: 11 or 12
- Prerequisite: Intermediate Theatre Arts II

In this course students use performance to communicate ideas and feelings. Focus on developing their movement, voice, and writing to communicate ideas and feelings clearly. Analyze literary texts and performances. Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound. Analyze theatre in terms of the social, historical, and cultural contexts in which it was created. Understand the traditions, roles, and conventions of theatre as an art form.

Beginning Visual Arts I

- Credit 1.0 Elective
- Grade Level: 9, 10, 11 or 12
- Prerequisite: None

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.

Intermediate Visual Arts II

- Credit 1.0 Elective
- Grade Level: 10, 11 or 12
- Prerequisite: Beginning Visual Arts 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.

Proficient Visual Arts III

- Credit: Elective
- Grade Level 11 or 12
- Prerequisite: Intermediate Visual Arts II

Students will use the language of visual arts to communicate effectively. Apply creative and critical thinking skills to artistic expression. Create art using a variety of tools, media, and processes, safely and appropriately. Understand the global, historical, societal, and cultural contexts of the visual arts. Understand the interdisciplinary connections and life applications of the visual arts. Use critical analysis to generate responses to a variety of prompts.

Beginning Dance I

- Credit 1.0 Elective
- Grade Level: 9, 10, 11 or 12
- Prerequisite: None

Our dance education program strives to build individuality, confidence, problem solving and an intellectual understanding of dance history and the body. The beginning dance course focuses on basic movement, timing and working in a group.

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.

Intermediate Dance II

- Credit 1.0 Elective
- Grade Level: 10, 11, and 12
- Prerequisite: Beginning Dance I

Basic technique skills, vocabulary, understanding of dance and its purpose in student's lives and in the world will be expanded from Dance I. We will learn world dance cultures and how the art of dance relates to other courses of study. The second course will emphasize 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.

Proficient Dance III

- Credit: 1.0 Elective
- Grade level: 10, 11, and 12
- Prerequisite: Intermediate Dance II

Students will use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. Understand how to use performance values (kinesthetic awareness, concentration, focus and etiquette) to enhance dance performance. Understand how to use movement skills in dance. Use a variety of thinking skills to analyze and evaluate dance. Understand cultural, historical, and interdisciplinary connections with dance.

Recreational Dance

- Credit: 1.0 Elective
- Grade Level: 9, 10, 11, or 12
- Prerequisite: none

Recreational Dance class, "Rec Dance," is a new course that will be offered and geared towards sports driven students and student who want to take dance but do not want to perform. Rec Dance will grow students in agility, flexibility, confidence, and other areas of mental and physical strength. Students in this course will not be required to perform in front of an audience outside the classroom. All learning will be done in class and focused towards physical strength and building.

Concert Band

- Credit 1.0 Elective
- Grade Level: 9, 10, 11 or 12
- Prerequisite: at least two years 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.

Beginning Vocal Music

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

This course is designed for mixed voices from all grade levels that performs a wide variety of choral repertoire throughout the year. No previous experiences or particular skill level is required, but a high level of commitment and rehearsal discipline is expected. Proper vocal technique, beginning music reading skills, and critical listening skills will be taught through ear training and choral singing. Students will also study how other disciplines relate to music, and will participate in performances for the school and community. Students are responsible for purchasing a choir uniform. Assessments for this course will be based upon the NC Essential Standards for Beginning Music.

Intermediate Vocal Music

- Credit: 1.0 Elective
- Grade Level: 9, 10, 11 and 12
- Prerequisite: Beginning Vocal Music

This course is designed for mixed voices from all grade levels that performs a wide variety of choral repertoire throughout the year. Students are expected to commit to some after school rehearsal time. Proper vocal technique, intermediate music reading skills, and critical listening skills will be taught through ear training and choral singing. Students will continue their study of how other disciplines relate to music, and will participate in performances for the school and community. Students are responsible for purchasing a choir uniform. Assessments for this course will be based upon the NC Essential Standards for Intermediate Vocal Music.

Advanced Vocal Music

- Credit: 1.0 Elective
- Grade Level: 10, 11, or 12
- Prerequisite: Intermediate Vocal Music

Honors Choir is an auditioned ensemble comprised of mixed voices from all grade levels that follows the Essential Standards. The wide variety of choral repertoire for mixed voices is performed throughout the school year, including some advance repertoire requiring a high level of musicianship and focus. Vocal techniques and music reading skills are taught in conjunction with concert preparation. Students are responsible for purchasing a choir uniform. Assessments for this course will be based upon the NC Essential Standards for Proficient Music and Advanced Music.

Curriculum Assistance

- Credit: 1.0 Elective
- Level: 9, 10, 11, 12
- Prerequisite: Teacher recommendation

This course is designed to assist students who need specialized instruction and/or are struggling academically. Areas of concentration will be individualized based on student IEP goals and objectives.

Senior Seminar

- Credit: 1.0 Elective
- Level: 11, 12
- Prerequisite: Teacher recommendation

This course will require students to be independent and self-driven for success. Students will need to secure internships, work independently on their Senior Thesis, and set goals with the instructor. This course will give students the opportunity to research college majors, professions, participate in community service among other things.