



**Southern Wake Academy
High School Course Descriptions
2021-2022**

Art Education Courses

Visual Arts

VISUAL ARTS I (BEGINNING)

Beginning Art is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level for art study throughout high school. Students will have experiences in producing two-dimensional and three-dimensional artworks. This course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing, and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout Beginning Art.

VISUAL ARTS II (INTERMEDIATE LEVEL)

Intermediate Art builds on the student's technical skills and foundation of knowledge in Beginning Art. The study of the elements of art and principles of design, color theory, vocabulary, and art history continue in Art II in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner, which allows for independent choices and personal solutions to problems. The approach to art experiences is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed in Intermediate Art.

VISUAL ARTS III HONORS (PROFICIENT LEVEL)

Proficient Art builds on skills from Intermediate Art with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Students at this level will receive Honors credit for this class. Teachers help students form goals, become familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art. In Proficient Art, students will assemble a portfolio based on technical quality, personal style, direction, and its intended purpose approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Students at this level will receive Honors credit for this class. Teachers help students form goals, become familiar with careers, and develop work habits of professionals

VISUAL ARTS IV (ADVANCED LEVEL)

In Advanced Art, students develop, clarify, and apply their philosophy of art and art making developed in Art 1II through in depth, independent, and advanced explorations involvement, and commitment are expectations of Advanced Art student. Students in this class will receive Honors credit for this course. A portfolio evidencing high quality, a broad base of knowledge, and in depth understanding of personal art forms in developed and refined. Students take part in planning and installing and exhibition of their work.

ART HISTORY 1

(No Prerequisite)-From Prehistory to gothic periods of art history examination of images, and discussion. There will be quizzes and tests throughout the different units. There will be some exercise projects based on the art period or material we are examining.

Theatre Arts

THEATRE ARTS 1 - BEGINNING

Introduction to theatre. This course is intended for students who are interested in learning more about theatre-speaking, movement, performance, presentation. Students will actually perform in the classroom in a fun and interactive class in a safe and supportive setting. Perfect for someone who has performed for years - or someone who is just starting out.

HISTORY OF THEATRE

This course will focus on the development of performing arts, from ancient storytelling to Greek theatre, Shakespeare, vaudeville and modern theatre, including how Broadway developed. We can learn much about theatre today by studying the history of theatre as it has come about from the earliest days until today.

FILM APPRECIATION

This course is intended for all lovers of cinema. We will explore the history of film and Hollywood, while watching movies as a launching point for conversations about technique, motives and inspirations. We will view some of the most iconic and influential films spanning a variety of genres including adventure, fantasy, comedy and much more!

SCRIPT ANALYSIS

This course is intended for students who are interested in reading and dissecting theatrical works. If you're interested in reading, learning about and discussing some of the most influential pieces of theatre throughout history, this course is for you! We will work as a roundtable classroom, discussing some of the brilliant minds and motives of both classic and modern theatre.

TECHNICAL THEATRE PRACTICUM

This course is designed for those who are interested in the technical or backstage aspects of theatre. We will learn about the importance of set design, lighting, sound, special effects, makeup and the vast array of subjects that go into bringing a show to life.

Music

MODERN VOCAL MUSIC

This beginner-level ensemble is open to all students in grades 9 through 12. Students learn the fundamentals of vocal production and singing technique for the choral ensemble through the study of repertoire and practice materials. The Modern Vocal Music ensembles are showcased in a public concert at the conclusion of each semester, in which they perform the repertoire studied over the course of the semester. The concert serves as the capstone of the semester and showcases the work and progress of the students over the course of the semester. Students also learn basic musical terminology and develop basic sight reading and aural skills, enabling them to read and comprehend notated music. Grading is based upon active participation in daily rehearsals, the ability to demonstrate skills and material during weekly skill assessments, and participation in concert & performance events. Occasional public performances, as well as regular rehearsals outside of school hours, are required.

GENERAL MUSIC 1

An introduction to the basics of the history of music with an overview of the different musical style periods. Students will explore current and 20th century popular music in-depth while building the cross-curricular skills of writing, speaking, collaboration, inquiry, and self-evaluation. Students will prepare and present material as members of small groups and as individuals for class presentation and critique.

CLASS PIANO 1

This course is designed to teach the concepts and fundamentals of basic, beginner-level piano playing including an understanding of musical notation, rhythm, melody and harmony. Students will develop effective practice habits as they prepare for class performances. Upon completion of this course, students will be able to demonstrate a basic competency in keyboard technique, identify basic forms of musical compositions, read and interpret written/notated music, demonstrate proper performance technique and etiquette, and prepare music independently for performances. Occasional public performances, as well as regular rehearsals outside of school hours, are required. Students may also be required to purchase some of the basic course materials designed for use by one person only.

Career and Technical Education Courses

PRINCIPLES OF BUSINESS

Prerequisite: None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

ENTREPRENEURSHIP 1

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced throughout the course.

SPORTS & ENTERTAINMENT MARKETING

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced throughout the course.

FOODS AND NUTRITION I

This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

FOODS AND NUTRITION II

In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced.

INTERIOR DESIGN I

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced.

INTERIOR DESIGN II

This course prepares students for entry-level and technical work opportunities in interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet residential and commercial needs. Topics include career development, architectural styles, furnishings and textiles, lighting and accessories, laws, public policies, and regulations impacting design, and universal design practices.

CHILD DEVELOPMENT

This course introduces students to responsible nurturing and caring for children from infancy through age six. Areas of study include parenthood decisions, child care issues, reproductive systems, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.

BABYSITTING 101 (non CTE)

This course introduces students to being responsible caregivers for children from infancy through age six. Areas of study include early childhood development (infancy-age 6), Infant care, child care, Infant and child cpr, role and responsibilities of caregivers, safe sleep practices, developmentally appropriate play, appropriate child nutrition, developing a safety plan, addressing negative behaviors, running a babysitting business, interviews, and how to get certifications. Skills involving English/Language Arts, Science, and Mathematics are reinforced.

English Language Arts Courses

ENGLISH I

English I focuses on classic literary texts from across time and place. While reading these texts, students will complete both formal and informal assignments that include, but are not limited to: quick writes, class discussion leads, grammar practice, short answer and multiple choice questions, open responses, creative projects, and vocabulary exercises. We will discuss literary devices and elements, as well as grammar, text- and context-based vocabulary, and writing

strategies.

ENGLISH I HONORS

English I Honors is a semester-long core course that focuses on classic literary texts from across time and place. While reading these texts, students will complete both formal and informal assignments that include, but are not limited to: quick writes, class discussion leads, grammar practice, short answer and multiple choice questions, open responses, creative projects, and vocabulary exercises. We will discuss literary devices and elements, as well as grammar, text- and context-based vocabulary, and writing strategies. We will practice reading, writing, thinking, speaking, and listening skills. Honors students will engage in the academic research and writing process while performing literary and socio-cultural/socio-historical analyses.

ENGLISH II

The sophomore English class takes students on a journey across the globe through world literature. This class exposes students to times and places outside of the United States and United Kingdom to expand their understanding of literatures in translation and literature in English from the wide Anglophone sphere. Students will improve their vocabulary, writing, and reading comprehension along the way.

ENGLISH II HONORS

The sophomore English class takes students on a journey across the globe through world literature. This class exposes students to times and places outside of the United States and United Kingdom to expand their understanding of literatures in translation and literature in English from the wide Anglophone sphere. Students will improve their vocabulary, writing, and reading comprehension along the way. Honors students will be expected to demonstrate mastery of material with advanced research, writing, and speaking skills assignments.

ENGLISH III

This third year English class provides students with a window into the history and culture of the United States through American literature representing an array of genres, styles, and time periods. Themes of American culture and identity, as well as the history of American literature, will be explored in depth as students engage in reading, writing, speaking, and collaboration.

ENGLISH III HONORS

This third year English class provides students with a window into the history and culture of the United States through American literature. Students will engage with texts from the 18th to 21st centuries and cover a range of genres and styles including poetry, theater, novels, and non-fiction essays. Students will be challenged by the themes of American identity and expected to demonstrate mastery through class discussion and written assignments.

ENGLISH IV

English IV Honors is a semester long course which focuses on integrating all the language arts skills gained throughout the students' education. The curriculum both affirms these skills and equips students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature. This will be achieved by reading, interpreting, reflecting and reacting to texts, doing written research, and giving presentations. Below are some questions that will guide our studies this semester:

- How has Britain's socio-cultural and socio-historical context influenced its literature?
- What characteristics/values are emphasized in British literature?
- What lessons can we learn as modern-day readers of literature that was published before our own lifetimes?

- How can we practice thinking more critically and creatively about the texts we encounter?

ENGLISH IV HONORS

English IV Honors is a semester long course which focuses on integrating all the language arts skills gained throughout the students' education. The curriculum both affirms these skills and equips students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature. The emphasis in English IV Honors is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. This will be achieved by reading, interpreting, reflecting and reacting to texts, doing written research, and giving presentations.

Below are some questions that will guide our studies this semester:

- How has Britain's socio-cultural and socio-historical context influenced its literature?
- What characteristics/values are emphasized in British literature?
- What lessons can we learn as modern-day readers of literature that was published before our own lifetimes?
- How can we practice thinking more critically and creatively about the texts we encounter?

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Junior Level English Course

AP English Language students will learn the skills necessary to succeed in university-level courses and on the AP Language and Composition exam, skills such as close reading of nonfiction writing, analyzing writing for rhetoric and skillful use of language, synthesizing numerous texts into coherent arguments, and writing sophisticated analytical and persuasive essays. Each of these skills will prepare students for the intense reading and writing demands they will experience in college.

To give shape to the content of our course and to unite the readings under common themes, we will read, discuss, and write about classic and contemporary nonfiction prose dealing with key cultural, social, and political issues which affect and define our country today (we will also examine multimedia texts including photography, video, music, political cartoons, etc.). Because a key aspect of college-level learning is critical inquiry into our lives—examining the aspects of our world we take for granted, ignore, or understand only superficially—this course will train students to think, read, and write critically, creatively, and persuasively.

ADVANCED PLACEMENT LITERATURE

Senior Level English Course

The AP® English Literature and Composition course is designed and taught thematically with an emphasis on core readings along with modern and contemporary selections that illuminate and expand upon a variety of themes. AP English Literature and Composition closely follows the requirements described in the AP English Literature and Composition Course and Exam Description (CED), including the fundamentals of literary analysis and introductory college composition. Each week students discuss and engage in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students read and study a variety of novels, plays, poems, and short stories from the 16th century to the present. The course focuses on the experience of literature, the interpretation of literature, the evaluation of literature, and writing to develop stylistic maturity and sophistication. Students practice their writing via numerous timed essays, which are revised several times, as well as longer essays that require outside research and MLA formatting. Students also practice oral communication skills, through presentations, regular classroom discussions and acting as discussion facilitators.

YEARBOOK

This course will enable students to have the unique opportunity to have a hand in producing the Southern Wake Academy High School Yearbook, while learning a multitude of lessons along the way. At the completion of this course, students will not only have physical evidence of the hard work put forth—a benefit unique to this class, but will also have learned skills such as self-discipline, teamwork, independence and responsibility. Students will also have direct exposure to photography, writing, design, editing and marketing in this hands-on course.

CREATIVE WRITING

This course will introduce students to the skills and tools needed to be a creative writer. The course will explore reading and writing of assorted creative works: short stories, poems, plays, and more. There will be experimental work in class, a variety of assignments to get students to try new things, and readings from selections from mentor texts. There will also be an emphasis on discussion, revisioning, and remastering of pieces. Class critiques in group workshops and single partner work will enable students to give and receive feedback, contributing to bettering their writing overall.

ADULTING 101

Available for Juniors & Seniors ONLY

Adulting 101 is a life skills course designed to prepare juniors and seniors for life after high school. Many times, recent high school and college graduates express frustration over what feels like a lack of training to handle real-world problems. In this class, we will discuss some of the most common and important skills you'll need in order to live a successful, independent, and productive life after leaving the safety net of high school and your parents'/guardians' homes.

Health & PE Course

HEALTH & PE

The completion of Healthful Living I is a North Carolina high school graduation requirement. The course consists of the required high school healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education and required by the North Carolina Department of Public Instruction. After completing Healthful Living I students are encouraged to pursue other Healthful Living electives. Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships.

Math Courses

FOUNDATIONS OF NC MATH 1 (1 Elective credit)

NOTE: This course is to be paired with **NC MATH 1B**

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with NC Math 1B, this course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The final exam is made by the Southern Wake Academy High School Mathematics Department.

NC MATH 1B (1 credit)

NOTE: This course is to be paired with **FOUNDATIONS OF NC MATH 1**

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with Foundations of NC Math 1, this course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards.

NC MATH 1 (1 credit)

Recommended prerequisite(s): Mastery of the middle school mathematics curriculum

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards.

FOUNDATIONS OF NC MATH 2 (1 Elective Credit)

NOTE: This course is to be paired with **NC MATH 2B**

In conjunction with NC Math 2B, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic equations are developed. The characteristics of advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is made by the Southern Wake Academy High School Mathematics Department.

NC MATH 2B (1 credit)

NOTE: This course is to be paired with **FOUNDATIONS OF NC MATH 2**

In conjunction with Foundations of NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic equations are developed. The characteristics of advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is made by the Southern Wake Academy High School Mathematics Department.

NC MATH 2 (1 credit)

Recommended prerequisite(s): **NC MATH 1**

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic equations are developed. The characteristics of advanced types of functions are investigated (including inverse variation

and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is made by the Southern Wake Academy High School Mathematics Department.

NC MATH 2 (HONORS) (1 Honors Credit)

Recommended prerequisite(s): **NC MATH 1**

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors NC Math 2 explores content at a rigorous level to begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is made by the Southern Wake Academy High School Mathematics Department.

FOUNDATIONS OF NC MATH 3 (1 Elective Credit)

NOTE: This course is to be paired with **NC MATH 3B**

In conjunction with NC Math 3B, Foundations of NC Math 3 is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of

problems and situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is made by the Southern Wake Academy High School Mathematics Department.

NC MATH 3B (1 credit)

NOTE: This course is to be paired with **FOUNDATIONS OF NC MATH 3**

In conjunction with Foundations of NC Math 3, this course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems and situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the End-of-Course Test based on the NC Math 3 standards.

NC MATH 3 (1 credit)

Recommended prerequisite(s): **NC MATH 2**

In conjunction with Foundations of NC Math 3, this course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems and situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the End-of-Course Test based on the NC Math 3 standards.

NC MATH 3 (HONORS) (1 Honors credit)

Recommended prerequisite(s): **NC MATH 2 (HONORS)**

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Honors NC Math 3 explores content at a rigorous level to prepare students for advanced math courses. Appropriate technology and tools, including manipulatives and

calculators, will be used regularly for instruction and assessment. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems and situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the End-of-Course Test based on the NC Math 3 standards.

NC MATH 4 (1 credit)

Recommended prerequisite(s): **NC MATH 3**

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses. This course is accepted as the fourth math for admission to UNC System institutions. The final exam is made by the Southern Wake Academy High School Mathematics Department.

NC MATH 4 (HONORS) (1 Honors credit)

Recommended prerequisite(s): **NC MATH 3 (HONORS)**

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses. This course is accepted as the fourth math for admission to UNC System institutions. The final exam is made by the Southern Wake Academy High School Mathematics Department.

PRECALCULUS (HONORS) (1 Honors Credit)

Recommended prerequisite(s): **NC MATH 3 (HONORS)**

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course. This course is accepted as the fourth math for admission to UNC System institutions. The final exam is made by the Southern Wake Academy High School Mathematics Department.

DISCRETE MATHEMATICS FOR COMPUTER SCIENCE (HONORS) (1 Honors credit)

Recommended prerequisite(s): **NC MATH 3 (HONORS), NC MATH 4, NC MATH 4 (HONORS), or PRECALCULUS (HONORS)**

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The

mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses. This course is accepted as the fourth math for admission to UNC System institutions. The final exam is made by Southern Wake Academy High School Mathematics Department.

ADVANCED PLACEMENT STATISTICS (1 Advanced Placement credit)

Recommended prerequisite(s): **NC MATH 3 (HONORS), NC MATH 4, NC MATH (HONORS), or PRECALCULUS (HONORS)**

The AP Statistics curriculum is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. 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. The final exam is made by the Southern Wake Academy High School Mathematics Department.

ADVANCED PLACEMENT CALCULUS AB (1 Advanced Placement credit)

Recommended prerequisite(s): **PRECALCULUS (HONORS)**

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. The final exam is made by the Southern Wake Academy High School Mathematics Department.

ADVANCED PLACEMENT CALCULUS BC (1 Advancement Placement credit)

Recommend prerequisite(s): **ADVANCED PLACEMENT CALCULUS AB**

The BC level of AP Calculus revisits some topics introduced in the AB course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. 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. The final exam is made by the Southern Wake Academy High School Mathematics Department.

Science Courses

BIOLOGY

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course. The final exam is the North Carolina Biology End of-Course Test.

FUNDAMENTALS OF BIOLOGY/BIOLOGY

This course provides a Biology credit and a Science Elective credit and is designed to help struggling students be more successful on the Biology EOC and in future science classes. The fall semester is spent diving into cell biology topics, such as, cell structure & function, biochemistry, and genetics, and focuses on vocabulary, hands on activities, research and the scientific method, and real life applications. This class is followed in the spring semester by Biology.

BIOLOGY HONORS

Content and principles for biology are taught but in greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in previous science courses. The final exam is the North Carolina Biology End-of-Course Test.

AP BIOLOGY

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

EARTH & ENVIRONMENTAL SCIENCE

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. Laboratory work is a major component of the program.

EARTH & ENVIRONMENTAL SCIENCE HONORS

Content and principles for Earth and Environmental Science are taught but in greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in previous science courses.

AP ENVIRONMENTAL SCIENCE

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

PHYSICAL SCIENCE

Prerequisite(s): NC Math 1

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science.

CHEMISTRY HONORS

Prerequisite(s): NC Math 3 or concurrent enrollment in NC Math 3

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Academic Chemistry. Chemistry is an inquiry-based course that examines matter and the changes it undergoes. Experiments and activities are used to introduce concepts including the structure of atoms and chemical compounds, the relationships among the elements on the periodic table, chemical and physical transformations, and the measurement and calculations of chemical quantities. Students who complete this course will develop an understanding of interconnections among the sciences, technology, society, and the environment.

AP and Honors Science Electives

ANATOMY & PHYSIOLOGY HONORS

Prerequisite(s): Biology

This course is designed for the student with a strong background and interest in biology. A detailed study of the human body, including gross structure of the body and physiology, provides the framework of the course. Students are provided more extensive laboratory experiences.

HERPETOLOGY (HONORS)

Prerequisite(s): Biology

Students will be introduced to the diversity and biology of amphibians and reptiles. There will be a global and diverse focus, covering topics of phylogenetics, the origin and evolution of amphibians and reptiles, the global diversity of these taxa, and their biogeography, biology, ecology and conservation. Students will learn to identify amphibians and reptiles, the anatomy of these taxa, and some field techniques that are useful for studying them. Outdoors and in the lab, students will also learn to use field guides and use taxonomic keys to identify and distinguish similar species. The course assumes that students are familiar with basic evolutionary theory and general biology.

MARINE BIOLOGY HONORS

Prerequisite(s): Biology

Welcome to Marine Science! In this course we will dive into the world's oceans, and investigate the non-living and living aspects of the deep. By the end of the course you will be able to answer; How did the ocean form? What kinds of organisms live in the oceans? What ecosystems are found in the oceans? How have humans impacted the ocean, and how can we conserve it? This course has no final exam, but instead has a final project that encourages creativity and scientific exploration.

ZOOLOGY HONORS

Prerequisite(s): Biology

Zoology is the branch of biology that studies the animal kingdom, including the structure, embryology, evolution, classification, habits, and distribution of all animals, both living and extinct, and how they interact with their ecosystems.

PHYSICS HONORS (Fall)/ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (Spring)

PHYSICS: Prerequisite(s): NC Math 3 or concurrent enrollment in NC Math 3; 10th-12th Grade only

Students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Kinetics, forces, momentum, heat, light, electricity, and magnetism are the major topics of study. Students will be engaged in scientific inquiry, science modeling, investigations, and labs so that they develop a conceptual understanding and basic scientific skills. Students will also complete multiple projects that they design and build themselves. Parent permission will be required for at least one off-campus experiment if approved by the school. **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES:** Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. This year-long course can be taught as an introductory course and as an AP course - no prerequisites required. Topics include: Digital Information, The Internet, Intro. to App Design, Variables/Conditionals/Functions, Lists/Loops/Traversals, Algorithms, Parameters/Return/Libraries, Cyber-security and Data. The course will end with a student completing a digital project and taking either the final exam or the College Board exam to earn college credit.

Academic and Freshman Approved Science Electives

ECOLOGY/ZOOLOGY

Freshman Approved

This is a survey course that introduces concepts in both Ecology & Zoology. Topics include biomes, habitats, animal & plant variety, classification & evolution, food webs & energy flow, and human impact on nature.

GEOLOGY/GEOGRAPHY

Freshman Approved

This is a survey class where geological concepts are studied within the framework of the Earth's geography. Geologists study some of society's most important problems, such as energy, water, and mineral resources; the environment; climate change; and natural hazards like landslides, volcanoes, earthquakes, and floods. All of these natural and manmade events shape the geography of the Earth.

PETS 101

Freshman Approved

This is a survey course of the pets we love. We learn what animals make great pets and how to care for them. Topics include feeding and housing needs, vet care and health needs, suitability to your lifestyle, how they came to be pets, the different varieties within a species (breeds), and the financial commitment of owning a pet. Students will be encouraged to do their own research and present their findings.

WILDLIFE IN NC

Freshman Approved

This course used to study and examine the many organisms native to North Carolina. Topics will include Native flora and fauna, environmental policies in places, and an extensive unit of outdoor observation! Students will be encouraged to observe and document North Carolina wildlife outside.

Social Studies Courses

WORLD HISTORY / WORLD HISTORY (HONORS)

This course will address six periods in the study of world history, with a key focus of study from the mid-15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

AMERICAN HISTORY I / AMERICAN HISTORY I (HONORS)

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.

AMERICAN HISTORY II / AMERICAN HISTORY II (HONORS)

Recommended prerequisite: American History I

In this course students will examine the political, economic, social, and cultural development of the US from the end of the Reconstruction era to the present times. Students will explore the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause –and –effect relationship between past and present events, recognize patterns of the interactions, and understand the impact of events on the US in an interconnected world.

CIVICS AND ECONOMICS / CIVICS AND ECONOMICS (HONORS)

This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

HONORS WORLD RELIGIONS

Prerequisite: Honors World History

In this course, students will develop critical thinking skills and broaden their perspective on the world by examining the major religions, traditions, and belief systems observed around the world. By examining the 'Big Five' religions - Hinduism, Buddhism, Judaism, Christianity, and Islam - students will widen their worldviews and perspectives.

SOCIOLOGY

Sociology is the scientific study of human societies and social behaviors. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve them. Sociology teaches us to look at life in a scientific, systematic way. The way we view the world comes from what we learn in our daily activities. The values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality. This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization, personality, group behavior, social class, and social institutions.

PSYCHOLOGY

In this course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Students learn how to define and use key terms of psychology and how to apply psychological principles to their own lives. Unit topics in this course include methods of study, biological basis for behavior, learning and memory, development and individual differences, and psychological disorders.

ACT PREP

10th-12th Grade Only

ACT Prep is a course that allows students to prepare for the college entrance tests with a primary focus on the ACT test. This class is designed for Juniors and Seniors who want to score well on their ACT test or to improve their ACT scores.

ADVANCED PLACEMENT UNITED STATES HISTORY

Note: This course must be paired with Pre-AP United States History. Students who take Pre-APUSH + APUSH should not take American History 1 or American History 2.

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.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

Recommended prerequisite(s): American History: Founding Principles, Civics & Economics

This course is a survey of the United States national political system. Students will examine the U.S. constitutional system, its historical development, and current trends of the system with the goal to further skill development through a rigorous course of study. Assignments involve student reading, analysis, synthesis, writing, and speaking. Lectures,

current problems, and practices are frequently used. Students enrolled in this course are expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT EUROPEAN HISTORY

Study the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

ADVANCED PLACEMENT WORLD HISTORY

Study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

Special Education Courses

CONTENT & ORGANIZATIONAL SUPPORT

Curriculum Assistance (CA) is a program option designed for students receiving special education services who spend the majority of their day in the general education classroom. The goal is to provide the support necessary for the students to be successful in general education. The three main components of CA are tutorial, remedial, and study skills instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations.

World Language Courses

SPANISH I

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

SPANISH II

Required prerequisite(s): Spanish I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency. 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(s). Integration of the other disciplines is ongoing throughout the course.