



A Challenge Foundation ✨ Academy

**Cornerstone Charter Academy:  
A Challenge Foundation Academy  
2019-2020**

**High School Academic Guide**

Dear Cardinal Friends and Families,

From all of our high school faculty and staff, thank you for choosing to lead with us at CCA.

Cornerstone Charter Academy-CFA High School is a leadership school to begin with. There can be no doubt whatever about that. Supported by the three pillars of rigorous academics, character education, and meaningful parental participation, we endeavor to offer an education unexcelled and unattained by the other institutions of our region. Our first priority is to articulate and implement an educational program that supports the framework and purpose of our school. Our purpose and framework must be an embedded expectation in all that we undertake to the extent that it becomes almost an unconscious habit in all of our undertakings. Our students, our parents, our faculty, and our stakeholders must understand the need for unity and single-mindedness of purpose. Our curriculum should support our purpose. Our actions and behaviors, top down, should exemplify the same.

All involved must commit whole-heartedly to the purpose. So, I ask you now, *what is our purpose?*

In order to help us answer this question, we must only realize that we already have the answer as defined in our “high school leadership theme framework:” In *all* areas, our school program should “develop skills and mindsets that allow students to lead their own lives, work effectively with others throughout life, and make a meaningful contribution wherever they go in life.” This purpose of imparting the learning and character necessary for self-governing citizens in a republic is directly aligned with the tenets of CFA:

“At a Challenge Foundation Academy, education is not a means to an end, it is the key that unlocks a lifetime of exploration, leadership, and civil engagement.”

These sentiments coupled with our strong belief that the skills of reading, writing, speaking, listening, and academic argument should be embedded every day in every class, will support not only our overarching purpose but also help exemplify the three pillars of Cornerstone for all stakeholders.

Each action we take and decision we make must answer the scrutinizing question: “How does this relate to our purpose of leadership development. The work that lies ahead will not always be easy, in fact, it will often be hard; nevertheless, it will be worth it. Thank you for joining us. May we endeavor daily to partner together to make our students successful.

Respectfully,

Matthew Pugh  
Principal

# TABLE OF CONTENTS

TABLE OF CONTENTS.....	3
VISION STATEMENT .....	5
MISSION STATEMENT .....	5
THE THREE PILLARS .....	5
CCA PRINCIPLES OF LEADERSHIP .....	6
FACULTY and STAFF .....	7
<i>ADMINISTRATION</i> .....	7
<i>INSTRUCTIONAL STAFF</i> .....	7
DAILY SCHEDULE .....	8
Locker Procedures.....	9
ACADEMIC PROCEDURES AND POLICIES.....	10
<i>STUDENT CLASSIFICATION</i> .....	10
<i>GRADUATION REQUIREMENTS</i> .....	10
<i>HOMEWORK</i> .....	11
<i>LATE ASSIGNMENTS</i> .....	11
<i>GRADING POLICY</i> .....	11
<i>GRADE POINT AVERAGES</i> .....	12
<i>TRANSCRIPTS</i> .....	12
<i>REPORT CARDS AND PROGRESS REPORTS</i> .....	12
<i>SEMESTER WEIGHTS and EXAMS</i> .....	13
<i>EXAMS EXEMPTION POLICY</i> .....	13
<i>DROP/ADD POLICY</i> .....	13
<i>REPEATING COURSES</i> .....	14
<i>COURSE TRANSFER</i> .....	14
<i>NON-TRADITIONAL COURSE POLICY</i> .....	15
<i>ATHLETICS</i> .....	15
<i>COUNSELING</i> .....	15
<i>PARENT/TEACHER CONFERENCES</i> .....	16
ACADEMIC HONORS.....	17

<i>VALEDICTORIAN AND SALUTATORIAN</i> .....	17
<i>COLLEGE/UNC ENDORSEMENT</i> .....	17
<i>NORTH CAROLINA ACADEMIC SCHOLARS</i> .....	17
<i>HONOR ROLL</i> .....	18
<i>SERVICE LEARNING CORDS</i> .....	18
STUDENT CONDUCT AND DISCIPLINE .....	19
<i>ACADEMIC INTEGRITY</i> .....	19
GRIEVANCE POLICY AND PROCEDURES .....	20
COURSES AND CURRICULUM .....	22
<i>HONORS CLASSES</i> .....	22
<i>AP PROGRAM</i> .....	22
<i>FOUNDATIONS OF LEADERSHIP</i> .....	22
<i>LEADERSHIP: Theory and Application</i> .....	23
CORNERSTONE CHARTER ACADEMY – CFA .....	24
COURSE CATALOGUE .....	24

## VISION STATEMENT

*CCA will foster good citizenship through ethical leadership and provide the opportunity for all students to graduate with the knowledge and skills to become positive contributors in their community.*

## MISSION STATEMENT

*Cornerstone Charter Academy: CFA, a tuition-free public charter school, will give every student the opportunity to reach his or her full potential by providing a rigorous academic program, character education, and meaningful parental participation.*

## THE THREE PILLARS

***Rigorous academics*** - The focused, coherent, and challenging application of a content-rich curriculum with the goal of every student exceeding current standards is our goal. By setting high expectations and giving students the tools they need to meet them, Cornerstone Charter Academy students form a strong academic foundation designed to help them meet the challenges of higher education.

High school courses follow the North Carolina Standard Course of Study with many options for honors and accelerated (AP) classes. Student preparation for key college entrance tests begins in the freshman year with likely administration of the PSAT in the first two years as well as standard ACT examinations.

***Character education and Leadership***-CCA-CFA's K-8 character education program teaches students the meaning and benefits of positive moral virtues and ethical decision making through a monthly core habit. High School students focus on leadership through specific coursework, service projects, extra-curricular activities and athletics. This allows for the opportunity to work side by side their peers, families, community members and teachers to strengthen themselves as leaders and make an impact beyond the walls of the school.

***Parental involvement*** - Parents are invested and engaged in the school by partnering for student academic growth and leadership development, building and sustaining community, and contributing strengths in the classroom and across the school. Parents are given opportunities to be an integral part of the school community. A parent room welcomes parents into the school and allows them a place to congregate, hold meetings, work and volunteer. Three parents or community members serve as representatives to the School Improvement Team, and an active Parent/ Teacher organization is encouraged and supported. Parents participate in a variety of volunteer positions at the school including field trip chaperones, reading buddies, and lunch supervisors.

In the high school, some of the leadership responsibility associated with parents in the K-8 is transferred to the students. For example, high school students might lead the character education lesson for a middle school class, serve as student ambassadors, or lead and organize high school events. Parental engagement in the high school is encouraged in a manner to facilitate leadership by the students.

## **CCA PRINCIPLES OF LEADERSHIP**

At Cornerstone Charter Academy, we have established a leadership model in the high school. This leadership program was founded on three core beliefs:

1. Each of us has the capacity to lead in our own way.
2. Throughout our lives, we are presented with circumstances where we function as a leader.
3. Leadership serves to strengthen and integrate our three pillars of Rigorous Academics, Character Education, and Parental Involvement.

These core beliefs inform the principles we teach through our leadership program. Through our program, students will develop their leadership skills to learn:

- Leaders set clear direction, align to it, and commit to success.
- Leaders seek, throughout their life, to grow academically and socially and to pursue emotional and physical health.
- Leaders build leaders who build leaders. Leaders develop and empower others.
- Leaders demonstrate persistence in the face of challenges, accept responsibility and grow through failure.
- Leaders develop leadership identity by exhibiting character and integrity.
- Leaders allow others to provide ideas from various perspectives and participate in decisions.
- Leaders value relationships over personal agendas in order to create a healthy community.
- Leaders engage in open, safe and direct dialogue to advance learning and resolve potential conflicts.
- Leaders identify needs within their community and seek to create change.

## FACULTY and STAFF

### *ADMINISTRATION*

School Director:	Joe Caraher	<a href="mailto:jcaraher@cornerstonek12.org">jcaraher@cornerstonek12.org</a>
High School Principal:	Matthew Pugh	<a href="mailto:mpugh@cornerstonek12.org">mpugh@cornerstonek12.org</a>
Academic Counselor:	Leigh Bell	<a href="mailto:lbell@cornerstonek12.org">lbell@cornerstonek12.org</a>

### *INSTRUCTIONAL STAFF*

Teacher	Subject	E-mail
Melanie Chamberlain	Math	<a href="mailto:mchamberlain@cornerstonek12.org">mchamberlain@cornerstonek12.org</a>
Amy Edwards	Math	<a href="mailto:aedwards@cornerstonek12.org">aedwards@cornerstonek12.org</a>
Jennifer Lee	Math	<a href="mailto:jlee@cornerstonek12.org">jlee@cornerstonek12.org</a>
Michelle Thompson	Math	<a href="mailto:mthompson@cornerstonek12.org">mthompson@cornerstonek12.org</a>
Tracey Marshall Becker	Art	<a href="mailto:tmarshallbecker@cornerstonek12.org">tmarshallbecker@cornerstonek12.org</a>
Jason Tew	Health/PE	<a href="mailto:thalkyer@cornerstonek12.org">thalkyer@cornerstonek12.org</a>
Jennifer Martin	Health/PE	<a href="mailto:jmartin@cornerstonek12.org">jmartin@cornerstonek12.org</a>
Katie Hillestad	Social Studies	<a href="mailto:khillestad@cornerstonek12.org">khillestad@cornerstonek12.org</a>
Josh Miller	Social Studies	<a href="mailto:jmiller@cornerstonek12.org">jmiller@cornerstonek12.org</a>
Scott Pugh	Social Studies	<a href="mailto:spugh@cornerstonek12.org">spugh@cornerstonek12.org</a>
Stephen Brame	Social Studies	<a href="mailto:sbrame@cornerstonek12.org">sbrame@cornerstonek12.org</a>
Mandy Miller	EC	<a href="mailto:mmiller@cornerstonek12.org">mmiller@cornerstonek12.org</a>
Karen Apple	EC	<a href="mailto:kapple@cornerstonek12.org">kapple@cornerstonek12.org</a>
Kirk Zellous	EC	<a href="mailto:kzellous@cornerstonek12.org">kzellous@cornerstonek12.org</a>
Richard Thomas	Science	<a href="mailto:rthomas@cornerstonek12.org">rthomas@cornerstonek12.org</a>
Sean Garner	Science	<a href="mailto:sgarner@cornerstonek12.org">sgarner@cornerstonek12.org</a>
Lisa Holler	Science	<a href="mailto:lholler@cornerstonek12.org">lholler@cornerstonek12.org</a>
Dalerie McGinnis	Science	<a href="mailto:dmcginnis@cornerstonek12.org">dmcginnis@cornerstonek12.org</a>
John Lawrence	ScienceAD	<a href="mailto:jlawrence@cornerstonek12.org">jlawrence@cornerstonek12.org</a>
Rachel Lowman	Leadership	<a href="mailto:rlowman@cornerstonek12.org">rlowman@cornerstonek12.org</a>
Talita McCoy	Leadership	<a href="mailto:tmccoy@cornerstonek12.org">tmccoy@cornerstonek12.org</a>
Joi White-Henderson	English	<a href="mailto:jwhite-henderson@cornerstonek12.org">jwhite-henderson@cornerstonek12.org</a>
Amber Pugh	English	<a href="mailto:apugh@cornerstonek12.org">apugh@cornerstonek12.org</a>
Athena Mobley	English	<a href="mailto:amobley@cornerstonek12.org">amobley@cornerstonek12.org</a>
Casey Martin	English	<a href="mailto:cmartin@cornerstonek12.org">cmartin@cornerstonek12.org</a>
Katelyn Sheets	Spanish	<a href="mailto:ksheets@cornerstonek12.org">ksheets@cornerstonek12.org</a>

Elsie Moss-Vasquez	Spanish	emossvasquez@cornerstonek12.org
Erin Kale	French	ekale@cornerstonek12.org
Marine Fryar	French	mfryar@cornerstonek12.org

## DAILY SCHEDULE

CCA-CFA will operate on a standard 7 period day starting at 8:15 and ending at 3:20. Students may be dropped off as early as 7:30 and picked up as late as 3:30.

### High School Regular Bell Schedule

<b>1<sup>st</sup> period</b>	<b>8:15-9:08</b>
<b>2<sup>nd</sup> period</b>	<b>9:12-10:05</b>
<b>3<sup>rd</sup> period</b>	<b>10:09-11:02</b>
<b>4<sup>th</sup> period</b>	<b>11:06-11:59</b>
<b>Lunch</b>	<b>11:59-12:29</b>
<b>5<sup>th</sup> period</b>	<b>12:33-1:26</b>
<b>6<sup>th</sup> period</b>	<b>1:30-2:23</b>
<b>7<sup>th</sup> period</b>	<b>2:27-3:20</b>



## High School Early Release Bell Schedule

<b>1<sup>st</sup> period</b>	<b>8:15—8:40</b>
<b>2<sup>nd</sup> period</b>	<b>8:45—9:10</b>
<b>3<sup>rd</sup> period</b>	<b>9:15—9:40</b>
<b>5<sup>th</sup> period</b>	<b>9:45—10:10</b>
<b>6<sup>th</sup> period</b>	<b>10:15—10:40</b>
<b>4<sup>th</sup> period</b>	<b>10:45—11:10</b>
<b>Lunch</b>	<b>11:10—11:40</b>
<b>7<sup>th</sup> period</b>	<b>11:45—12:15</b>

### Locker Procedures

Cornerstone High School students will be issued lockers in order to store belongings. These lockers are the property of CCA-CFA and are subject to search at the discretion of CCA-CFA administration. Please take care of your locker. Students will be responsible for the repair of any locker due to misuse/negligence.

## ACADEMIC PROCEDURES AND POLICIES

### ***STUDENT CLASSIFICATION***

Students will be promoted at the end of each academic year provided they have earned adequate credits through successful completion of required courses and have adhered to the attendance policy. The table below indicates requirements needed for high level classification.

Classification	Total Credits Earned	Passed English
Sophomore	6	I
Junior	12	II
Senior	18	III

A student is classified as Freshman, Sophomore, Junior, or Senior. Student and parents should communicate with the teacher and monitor PowerSchool to remain current on course performance.

### ***GRADUATION REQUIREMENTS***

The graduation requirements for CCA-CFA meet and exceed the requirements for the NC Future Ready Core. The requirements are summarized in the table below:

<b>Graduation Requirements for CCA-CFA</b>	
Mathematics	4 units (at minimum, Math 1, Math 2, Math 3, and one higher math course)
Science	4 units (Biology, Chemistry or Physics, and Earth/Environmental Science and one other science)
History	4 units (World History, Civics and Economics, U.S. History and U.S. History 2) OR (World History, C&E, APUSH, and History elective)
English	4 units (English I, II, III, IV)

Foreign Language	3 units (including two progressive courses in same language)
PE and Health	1 unit
Foundations of Leadership	1 unit
Leadership: Theory and Application	1 unit
Electives	2 units
<b>Total</b>	<b>24 Units</b>

### ***HOMWORK***

We have an efficient school day, and we believe that focused homework assignments are required for student growth. Therefore, in an enriched, advanced, or standard ability-level class, students should expect 20 to 30 minutes of work per course per night. In an AP class, the homework may take from 30 to 45 minutes per night. Students should be aware of individual teachers' homework policies.

### ***LATE ASSIGNMENTS***

Teachers set their own late-work policy, and it is the student's responsibility to make arrangements regarding any late work with the individual teacher. The student should approach the teacher at an appropriate time and discuss the time limit for turning in the late work. Information concerning late work will be published in each teacher's syllabus.

### ***GRADING POLICY***

All courses use a 10 point grading scale. Quality point contributions are based on the course level with an additional 0.5 quality point for all honors level courses, and an additional 1.0 quality point for all college level courses (AP) for a maximum of five quality points.

Numerical Score (on scale of 100)	Letter Grade	Standard (CP) Quality Points	Honors Quality Points	Accelerated/AP Quality Points

90-100	A	4	4.5	5
80-89	B	3	3.5	4
70-79	C	2	2.5	3
60-69	D	1	1.5	2
Below 60	F	0.0	0.0	0.0

### *GRADE POINT AVERAGES*

Grade Point Averages are calculated based on final course grades, dividing total quality points earned by the number of units of credit attempted, and rounding the results to three decimal places. Senior honors will be calculated through the first semester of the senior year for the purpose of reporting with transcripts sent in conjunction with college applications. GPA for actual awarding of senior honors will be calculated through the end of the entire school year and based upon their weighted GPA. Students suspended from school at any time during his or her senior year are ineligible for senior honors.

### *TRANSCRIPTS*

CCA-CFA provides each currently enrolled student with three official transcripts per year at no charge. After receiving written permission from the parent, these transcripts will be sent to any college, university, or organization requested. There will be a \$3.00 charge for each additional transcript.

In order for a transcript to be “official”, it must be sent from the high school office to the college, university, or organization without the student or parent handling it. An official transcript must include the school seal and authorizing signature.

In addition to the three free transcripts, there is no charge for the following:

- Mid-year senior year transcript
- Final transcript after graduation
- Transcript for any scholarship or award requested by the high school scholarship committee

### *REPORT CARDS AND PROGRESS REPORTS*

Parents may track student grades using the PowerSchool application.

Progress reports must be issued for all students at the middle of each quarter. Teachers may decide to issue progress reports with even greater frequency. Progress reports should reflect weekly grading.

Teachers must notify parents in writing when their child is in danger of failing at any time during the grading period.

Report cards are generated from PowerSchool at the end of each quarter. The report card is reviewed by the teacher and placed in the report card envelope. The envelope will be signed by the teacher and used to send the report card home. Parents will keep the report card and return the signed envelope to the teacher. The final report card will be given to all students on the last day of school, who do not owe money for lunch, damaged or misplaced textbooks, or library books.

### *SEMESTER WEIGHTS and EXAMS*

The CCA-CFA High School academic year consists of four nine week periods. Midterm exams will be held at the end of the first semester (after quarter 2) and Final Exams will be held the last two weeks of school. Final Exams are cumulative. The grade distribution is as follows:

Semester 1	40% (1 <sup>st</sup> Quarter 45%, 2 <sup>nd</sup> Quarter 45%, Midterm Exam 10%)
Semester 2	40% (3 <sup>rd</sup> Quarter 50%, 4 <sup>th</sup> Quarter 50%)
Final Exam	20% of course grade

### *EXAMS EXEMPTION POLICY*

Student may exempt one non-EOC final exam if the student meets the following criteria:

- An overall average of 85 or better in the class
- No more than 6 unexcused absences prior to the beginning of testing

Students should turn in an exemption form to the teacher whose exam they plan to exempt. If a student has missed school as the result of a disciplinary infraction those days count toward their 6 absences and are classified as unexcused.

### *DROP/ADD POLICY*

Cornerstone High School staff and administration realize that sometimes students have extenuating circumstances that necessitate a schedule change. Schedule changes may be granted after the first ten days of the semester without academic penalty due to physical or mental health issues (with doctor's note), student/family tragedy, teacher recommendation, or as needed to meet IEP goals. Schedule changes after the first ten days will require a meeting between the

student, parent, counselor and administrator before it can be approved, and students should remain in the original class until the schedule has been changed in PowerSchool. If a student drops a course after the first ten days of the year outside of the above circumstances, the student will receive a WF on the transcript, which will count as an F toward their cumulative GPA.

A student may drop a class during the first ten days of a semester with permission of the Academic Counselor if:

- it is not a requirement for graduation;
- the student has discussed the problem with his/her counselor;
- his/her parent/guardian has given signed permission; and
- the drop will not result in the student having two study halls.

The student may add a class within the first ten days of the semester with permission of the Academic Counselor if:

- there is room in the class;
- the student is willing and able to make up any missed work; and
- The addition does not cause a major change in the student's schedule.

Please note, schedule changes for the following reasons will not be granted:

- Teacher preference
- Time of day the course is offered
- Student changed his/her mind
- Student wants to have class with friends

### ***REPEATING COURSES***

Any student who fails a course may retake it for credit. If the failed course has an associated EOC, then it must be taken in teacher-led class at CCA-CFA. For all other courses, a student who wishes to retake a class outside of the CCA-CFA class schedule must have prior permission from the high school principal.

A student who retakes a course under this policy is granted grade suppression on the first attempt to retake a course. Grade suppression is defined as allowing the grade from the second time taking the course to replace the grade from the first time taking the course.

### ***COURSE TRANSFER***

Current Cornerstone students who desire to take a course for credit from a provider outside of Cornerstone should submit a "Course transfer request form," with all requested documentation, to the Academic Counselor. This form should be submitted and approved prior to taking the

class. Core classes may not use a transfer class as a substitute. A list of previously approved courses will be maintained by the Academic Counselor.

Assessment of courses prior to admission will be performed by the Academic Counselor. Students entering Cornerstone after the freshman year are placed in a pending admission status until this review is complete and academic classification is determined.

If transferring in credits from another public school, charter school or non-public accredited high school, those grades would count toward GPA with associated quality points based on the Cornerstone scale. If students transfer from a home school or other non-public, non-accredited school, Cornerstone does not award a grade, but the transcript would show CR. That course would not count toward GPA.

### ***NON-TRADITIONAL COURSE POLICY***

Cornerstone Charter Academy: A Challenge Foundation Academy supports the use of online and off-campus learning as a way to expand course offerings for our students and to increase academic rigor. Courses offered on campus by a CCA teacher must be taken on campus with a CCA teacher. Courses that are graduation requirements must be taken on campus with a CCA teacher. Any exceptions must be approved by the administration. The administration has the authority to determine who is eligible for online and off-campus courses.

### ***ATHLETICS***

Cornerstone Charter Academy will provide an extracurricular athletic program that will support the academic mission and pillars of the school. The goal of our program is to provide opportunities for student athletes to excel in teamwork, sportsmanship, self-discipline, acceptable personal and social behavior, exemplary character. The athletic program is designed to produce well-rounded citizens who can succeed in a democratic society. Participation in extracurricular activities is a privilege, not a right. First and foremost, CCA-CFA athletes are expected to represent the school and its programs with positive sportsmanship and citizenship.

Any student who fails to meet the expectations of the CCA-CFA rules of participation as enumerated in the CCA Athletic Manual may have his/her privilege to participate suspended.

### ***COUNSELING***

All students have the ability to grow and can be helped to make choices that will lead to maturity and civic responsibility. Our leadership framework and counseling component function to help each student know him or herself and make choices suited to being a productive, educated citizen. Our services include:

- Student Assistance Program
- Meetings with students and parents
- Curriculum counseling
- Career Information
- College counseling
- Financial Aid Planning

### ***PARENT/TEACHER CONFERENCES***

Open, frequent, and transparent communication is essential to success not only at Cornerstone but also in life. To this end, we encourage communication at all times between our various stakeholders. In order to arrange a conference with a member of the Cornerstone faculty or staff, please contact the school office or staff member through phone or email to arrange an appointment.

Communicating with parents is one of the most important responsibilities of teachers. Conferences proved an arena for collecting developmental and personal information from parents that may affect a child's learning. Developing rapport and encouraging parent involvement in the child's education process; and reporting and discussing student progress with parent is an integral part of helping students be successful. Parents shall provide any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress at CCA-CFA. Parent-teacher conferences are held at least twice a year. The first round is conducted after the first quarter. The second conference is conducted after the third quarter. Teachers may conduct parent conferences with even more frequency, but no less. Additionally, a mandatory conference is required anytime a student is placed on Academic Probation and at the end of the second quarter with parents whose child is placed on the possible retention list.



## ACADEMIC HONORS

### *VALEDICTORIAN AND SALUTATORIAN*

CCA-CFA recognizes its top students through the awarding of honors. Student valedictorian and salutatorian are recognized as the students with highest grade point averages among students having attended Cornerstone for at least two years and the entire senior year. Graduation honors are recognized at the following levels of achievement: Summa Cum Laude: 4.50, Magna Cum Laude: 4.25, and Cum Laude: 4.00. In addition, membership in honor societies will be recognized.

Students who complete the requirements may be eligible for graduation seals in the following three levels: College/UNC endorsement, NC Academic Scholars Endorsement, and Global Languages Endorsement. Students who achieve one or more of these accomplishments:

- Receive special designation by the State Board of Education.
- Receive a seal of recognition attached to their diplomas.
- May receive special recognition at graduation exercises and other community events.
- May be considered for scholarships from the local and state business/industrial community.
- May use this special recognition in applying to post-secondary institutions.

### *COLLEGE/UNC ENDORSEMENT*

Students completing a strong college preparatory high school program receive the College/UNC Endorsement. Requirements for this recognition include:

- Overall 4 year weighted GPA of 2.5
- 4 Mathematics Credits (Algebra I, Geometry, Algebra II and at least one higher level math class)
- 3 Science Credits (Physics or Chemistry, Biology, Earth/Environmental)
- 2 Foreign Language Credits

### *NORTH CAROLINA ACADEMIC SCHOLARS*

Students completing an academically challenging high school program are named North Carolina Academic Scholars. Requirements for this recognition include:

- Overall 4 year unweighted GPA of 3.5
- 4 English Credits (I, II, III, IV)
- 4 Mathematics Credits (Algebra I, Geometry, Algebra II and at least one higher level math class)
- 3 Science Credits (Physics or Chemistry, Biology, Earth/Environmental)
- 4 History Credits (World History, Civics, US History)
- 2 Foreign Language Credits
- 1 Health/PE Credit

- 4 Elective Credits constituting a concentration in any specific content area
- Taken at least 3 Honors or AP level courses in junior and senior year combined

### *HONOR ROLL*

The purpose of the honor roll program is to recognize and honor students who have attained outstanding academic success. Students can qualify for A or A/B Honor Roll. The following criteria will be used to identify students at each grade level:

- *A Honor Roll*: Students with all A's with no grade below an "A-" in all subjects and special/ electives.
- *A/B Honor Roll*: Students with all A's and/or B's with no grade lower than a "B" in all subjects and special/electives.

### *SERVICE LEARNING CORDS*

1. **Leading Through Volunteerism Cord:** Students will have logged 250+ community service hours by May of their senior year. These hours will be documented and initialed by their point of contact for each individual community service event. The cord will be worn with their graduation cap and gown at graduation ceremonies
2. **Leading Through Volunteerism Certificate:** Students will have logged 100+ community service hours by May of their senior year. These hours will be documented and initialed by their point of contact for each individual community service event. The certificates will be presented to recipients at their graduation exercises.

These community service hours and/or service learning project hours that apply towards the cord and/or certificate must be logged between the summer after the student's promotion to 9th grade at CCA and May 1st of their senior year. These volunteer hours must be unpaid and must be strictly direct volunteer hours. For example, volunteer hours earned on a summer mission trip must not include time spent preparing for the trip, traveling to and from the trip, traveling done during the trip, and/or socializing or eating during the trip. Only hours spent in direct service during the trip can be documented.

## STUDENT CONDUCT AND DISCIPLINE

### *ACADEMIC INTEGRITY*

Students are expected to abide by the discipline policies as identified by the CCA-CFA Code of Conduct. In addition to these guidelines, CCA-CFA high school students are expected to maintain honesty, integrity, and respect in all school activities, academic and otherwise. Plagiarism is a serious offense—all student work should be the work of the individual student. Any information gathered from external sources must be cited. All students are expected to abide by the school code of conduct on all work and assignments turned in to their instructors. Teachers may choose to use the following statement in association with test and assignments.

“I have neither given nor received help on this assignment. I have followed all rules and procedures related to integrity, citing of sources, and reporting of honor code violations.”

Violations include:

1. Cheating, enabling cheating, or not reporting cheating to include using another person’s work as your own, asking other students to provide information on tests or other assignments already completed by the other student, letting another student to copy your work, including homework, classwork, tests and laboratory assignments.
2. Plagiarism (using another’s ideas as your own or failing to cite sources). Plagiarism includes excessive parental assistance on homework or projects.
3. Lying, forgery or falsification of documents.
4. Taking property that does not belong to you without permission.
5. Aiding others who are violating the Cornerstone Honor Code.

## **GRIEVANCE POLICY AND PROCEDURES**

**Purpose: To provide the procedures parents and students will follow when they have a problem at the School that constitutes a grievance.**

### **Guiding Principles**

The School acknowledges that the application of policy and procedure to school practice is inherently difficult and can manifest itself in circumstances where there are disagreements among members of the school community. It is the hope of the Board of Directors that community members will do their best to find resolutions to these disagreements at the level at which they occur. However, the Board acknowledges that it is not always possible, and, as such, all efforts to achieve a positive resolution may be unsuccessful. At its core, this policy is designed to be a positive, solution-focused practice that promotes an agreeable resolution for all parties involved.

### **Relationship to Mission**

Parental involvement is a pillar of the School. The School wants to ensure that parents have an avenue to explore should they feel their voice is not being heard appropriately or correctly. Additionally, character education drives us to ensure we see and hear all possible solutions to an issue. This policy promotes meaningful parent involvement and character education.

### **Policy**

This policy is in place to respond to parent/student grievances. It is expected that any parent/student with a problem should try to resolve the issue by using open communication with the teacher. This means that if a parent or student disagrees with any policy or procedure within the classroom, the first level of grievance is the student's teacher.

If the student/parent is not satisfied with the teacher's response, they should then set a meeting with the grade-level Principal. At that meeting, the teacher, student, grade-level principal and parent must be present and the issue at hand will be fully discussed.

If the parent or student wishes to pursue the matter further, they may then meet with the Director. Similarly, if a parent/student disagrees or has a problem with a policy or procedure at the School, the parent/student should set a meeting with the Director.

If the parent/student feels that their issue is still a concern after meeting with the Director and if the issue meets the definition of a grievance set forth below, the parent/student may initiate the grievance procedures as described below. Many problems that a parent/student has with the classroom, teacher or School will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or grade-level principal.

1. **Definition of a grievance:** a grievance is defined as a formal written complaint by a parent/student stating that a specific action has violated a School policy, board policy, or law/regulation. A complaint under Title IX is not a grievance and this policy does not apply to such complaints.
2. **Time Limits:** A grievance will only be heard if the complaint has been filed within seven days of the meeting with the Director. The seven-day deadline may be extended at the discretion of the Director.
3. **The grievance process is as follows:**

**Step 1:** If the parties are not satisfied with the decision of the Director, and if the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the School policy, board policy or law/regulation that was violated, including details of the actions and the place, date and time of the violation. The parent/student should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the Director of the School and to the President of the Board of Directors. If the Director of the School is implicated in the grievance, the grievance should only be submitted to the President or Vice President of the Board of Directors.

**Step 2:** The Board will review the facts and notify the parties in writing (email is acceptable) if further action is necessary. If the Board believes the matter should be heard, the parties will be called to meet with the Board. After the hearing, the decision of the Board will be communicated to the Director and to the parent/student who filed the grievance within five school days. The Board's decision concerning the grievance is final.

## COURSES AND CURRICULUM

### *HONORS CLASSES*

Honors classes cover the same curriculum as standard classes, but they are tailored for high-achieving, motivated students. Honors courses may cover some additional topics or cover some topics in more depth. The honors course description and syllabus will indicate how the course is differentiated from the standard course. Typical modes of honors differentiation might include:

- Expectation for more independent effort and critical thinking
- Considering foundations bases on more abstract theory
- Integrate subject matter with other subjects or real-life applications
- Individual research project
- Additional group work or project

### *AP PROGRAM*

The goal of the Cornerstone AP Program is to offer any student who exhibits exceptional ability or the promise of exceptional ability the opportunity to reach his or her maximum potential. These rigorous and demanding courses are intended to develop students capable of completing college-level coursework and to help those students recognize, as well as attain, earlier access to more advanced opportunities.

In order to encourage placement in the most productive learning environment, the AP faculty recommend that students fulfill certain prerequisites before enrolling in a AP course. Please see course descriptions for prerequisite considerations specific to the individual courses. The AP faculty strongly urges students and their parents to attend an orientation meeting and/or speak personally with the appropriate instructor in order to be fully informed of the expectations associated with an AP course before enrolling. All students are expected to take the AP exam for that course when administered in the spring. Currently, the state is covering the cost associated with taking the exam for all students. Courses offered may include:

AP European History	AP US History	AP Human Geography
AP Studio Art	AP Biology	AP Chemistry
AP Environmental Science	AP English Language	AP English Literature
AP Statistics	AP Calculus AB	AP Calculus BC
AP Spanish Language		

### *FOUNDATIONS OF LEADERSHIP*

This course works to develop skills and mindsets that allow students to lead their own lives, work effectively with others throughout life, and make a meaningful contribution wherever they

go.

***LEADERSHIP: Theory and Application***

This course will encourage students to discover their personal strengths and recognize how they can work through challenges within a group. Through this course, students will understand leadership by reflecting upon themselves, their peers and through involvement in the community.

**CORNERSTONE  
CHARTER ACADEMY  
– CFA  
COURSE CATALOGUE**



## Course Descriptions

Below is a list of planned courses. Actual course offerings for some electives will depend on enrollment, student demand and faculty availability. The school reserves the right to change course descriptions. Note for most AP classes, the College Board suggests a high school level subject class be taken before the AP class.

Name	Category	Prerequisite(s)	Fills	Level	Draft Description
English I	English	None	Core	S	This required year-long 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 skill in reading, writing, speaking, listening, and thinking. Students will accomplish these goals through vocabulary development, written expression, and interpretation of a wide variety of literature.
Honors English I	English	None TR	Core	H	This year-long course is an exploration of language, literature, and composition, and is designed for the accelerated student who desires an intensive and challenging course of study. Students enrolling in Honors English I should already possess the ability to work independently and think critically and analytically. The course emphasizes communication as a means of personal expression, and is meant to sharpen and enhance higher-level skills in reading, writing, speaking, listening, and thinking. The course includes vocabulary development, challenging writing assignments, and a rigorous study of a wide variety of literature.
English II	English	English I, H English I	Core	S	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. Nearly all of the fictional texts read in this course have been translated into English. 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 take the NC End of Course English II Exam at the end of the year
Honors English II	English	English I, H English I	Core	H	This required year-long course is an exploration of ancient, classic, and

		TR			modern literature from a range of world cultures, typically based on significant world events. Students will read literature in a cultural and historical context and examine how it shapes our understanding of history. Students will continue to sharpen critical reading and thinking skills, hone writing abilities, and build vocabulary. As an honors level course, students will be required to meet higher standards of performance and quality of work over the course of the class. All English II students will take the North Carolina End of Course Exam.
English III	English	English II, H English II	Core	S	This required year-long course is an exploration of American literature from a social and cultural perspective. Students will continue to develop their critical reading and thinking skills as well as their writing abilities and vocabulary acquisition skills. The course places emphasis on critical analysis in writing and the effective use of argument.
Honors English III	English	English II, H English II TR	Core	H	Honors English III is a survey of American literature from the 1600s to the present. Students will analyze American literature as it reflects social perspective and historical significance by continually using language for expressive, expository, argumentative, and literary purposes. This course places emphasis on critical analysis in writing, the effective use of argument, and the evaluation of rhetoric.
AP Language and Composition	English	H English II TR	Core	A	This year-long course combines an advanced American literature curriculum with a rigorous study of composition and rhetoric. It is designed for accelerated students desiring a highly challenging course of study. Students must be prepared for a college-level work load of reading and writing assignments. Students will sharpen their higher-level critical reading/thinking skills, writing abilities, and vocabulary acquisition skills. The course places emphasis on critical analysis in writing and the effective use of argument. Near the conclusion of the course, students will have the opportunity to take the AP Exam in Language and Composition (prepared and scored by the College Board). Students who score well on this exam may be able to earn credit for a

					required composition course at a college or university.
English IV	English	English III H English III	Core	S	This required year-long course focuses on a survey of the major genres represented in British literature. Students use an historical approach to analyzing the relationship between the literature and its importance to the British literary canon as well as its impact on the American literary traditions. The writing component of the course includes literary response essays, creative writing, and continued vocabulary and grammar development. In addition, all seniors are required to complete a comprehensive Senior Research Project which involves the exploration of a scholarly topic through a lengthy research paper, a presentation to a panel of judges, and a product which is an outgrowth of the research focus.
Honors English IV	English	English III H English III TR	Core	H	English IV Honors is a survey of British Literature from its origins in the Anglo-Saxon tradition through contemporary British literature. As we read, we will study each work as an independent work of literary merit. We will also look at these works through the historical, religious, and political lens from which they were written. Students should be prepared for a rigorous course schedule of readings and assignments. They will refine their critical writing skills through literary response essays, creative writing, and continued vocabulary and grammar development.
AP Literature and Composition	English	H English III AP Lng&Cmp TR	Core	A	This year long course prepares students who intend to take the English Literature and Composition Advanced Placement Exam. The readings for this course include, but are not limited to, selections from the British, American, and World literary canons. In addition, students will revisit works previously explored in high school, and will read prose and poetry selections from college level texts. Students are expected to demonstrate mastery of higher level vocabulary, critical thinking, and advanced composition skills through college level writing assignments. This class is reading-intensive. For example, students may read novels from Fyodor Dostoyevsky, Ernest Hemingway, Virginia Woolf, James Joyce, George

					Orwell and others. In addition, all seniors are required to complete a comprehensive Senior Research Project which involves the exploration of a scholarly topic through a lengthy research paper, a presentation to a panel of judges, and a product which is an outgrowth of the research focus.
Creative Writing	English	English 1 TR	Elec	H	This year-long course is devoted to improving students' ability to read and write short fiction and poetry. Students will have the opportunity to generate an individual portfolio of creative work by the end of each semester. Classroom activities include writing time, reading of both creative and informational work by and about writers, writing exercises, and workshops. Class time will be devoted to helping students see how figurative language, syntax, and diction are the building blocks of successful literary practice. Student workshops will require students to share their work with their peers in order to receive and give feedback.
Journalism	English	None	Elec	S	In this yearlong course, students gain hands-on experience in aspects of both print-based and electronic publication by serving as writers, editors, photographers, graphic artists, layout designers, and production staff for the school newspaper. Students learn to develop a production schedule to meet publication deadline, collaborate with others, and how to function as a strong team. Classes generally consist of workshops, but students receive instruction on various aspects of journalism and publication, including feature writing; headline writing; conducting interviews, surveys, and polls; research; photojournalism; layout and design; and advanced software techniques.
Speech and Debate	English	None	Elec	S	This course will offer students an opportunity to discover and develop their public speaking abilities. Students will learn how to effectively deliver a speech in front of their audience and they will analyze famous speeches (both past and present) while incorporating proven techniques into their own presentations. The second half of the course will focus on the act of debate, including making arguments, refutations, and utilizing rhetorical

					devices.
Math 1	Math	None	Core	S	Math I topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Students are required to take the NC End of Course Exam in Math 1.
Math 2	Math	Math 1	Core	S	Math 2 topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion, and an in-depth study of congruent and similar triangles and other regular polygons. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling.
Honors Math 2	Math	Math 1 TR	Core	H	Honors Math 2 topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a

					<p>methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion, and an in-depth study of congruent and similar triangles and other regular polygons. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Students will complete rigorous activities, problem sets and projects. This course is for the student who is willing to rise to the challenge of a more rapid pace of learning in order to have an opportunity for application and extension activities.</p>
Math 3	Math	Math 2	Core	S	<p>Integrated Mathematics 3 continues students' study of topics from algebra, geometry, and statistics in a problem-centered, connected approach. Functions and the deductive methods of proof with geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology, from manipulatives to calculators, should be used regularly for instruction and assessment.</p>
Honors Math 3	Math	Math 2 or H Math 2 TR	Core	H	<p>Integrated Mathematics 3 continues students' study of topics from algebra, geometry, and statistics in a problem-centered, connected approach. Functions and the deductive methods of proof with geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those</p>

					representations to solve problems. Appropriate technology, from manipulatives to calculators, should be used regularly for instruction and assessment. Students will complete rigorous activities, problem sets and projects. This course is for the student who is willing to rise to the challenge of a more rapid pace of learning in order to have an opportunity for application and extension activities.
Honors Pre-Calculus	Math	Math 3 or H Math 3 TR	Core	H	Honors Pre-Calculus is a rigorous mathematics course that builds upon topics from Math 1, Math 2 and Math 3. This course is designed to adequately prepare each student for success in college-level mathematics courses and is a prerequisite for AP Calculus. Topics for emphasis include but are not limited to: functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, conic sections, systems of equations and inequalities, and a preview of calculus including limits, derivatives and integrals.
Advanced Functions and Modeling	Math	Math 3 H Math 3	Core	S	This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking to apply math skills, functions and concepts in different situations. Units of study will include exponentials, quadratics, equations, measurements, number operations, systems, linear functions, and statistics. Hands-on learning and appropriate technology applications will be used regularly.
Discrete Math	Math	Math 3	Core, Elec	H	Discrete Mathematics introduces the students to the study of networks, decision-making and probability. Applications and real world modeling will be an integral part of this course. Course content includes sequences, series, and a focus on probability. Studying and using different methods of data collection, students will graphically display data to help with the investigation of real-world situations and calculate the likelihood of outcomes of events. Technology will be used on a

					daily basis, thus requiring students to have a graphing calculator at school and home.
AP Calculus AB	Math	PreCalculus TR	Core	A	AP Calculus is designed for students who desire college credit for successful passage of the Advanced Placement Calculus AB exam. Objectives follow the AP syllabus developed by the College Board for Advanced Placement (AP) Calculus Examination. This is a college-level course and is taught with college-level expectations. Curriculum includes: limits, derivatives and Integrals of algebraic and transcendental functions, continuity, applications of derivatives to related rates, maxima, minima, curve sketching, integration formulas, applications of the definite integral and methods of integration.
AP Calculus BC	Math	AP Calculus AB TR	Core	A	This course continues the study of all topics covered in AP Calculus AB. AP Calculus BC is designed for students who desire college credit for successful passage of the Advanced Placement Calculus BC exam. In addition to the AB topics, the following topics will be covered: parametric, polar and vector functions, Euler's Method, L'Hopital's Rule, integration by parts, partial fractions, improper integrals, solving logistic differential equations, polynomial approximations, sequences and series.
AP Statistics	Math	PreCalculus TR	Elec	A	Advanced Placement Statistics covers the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: exploratory data analysis, observing patterns and departure from patterns, planning a study and deciding what data to measure and how to measure it, producing models using probability and simulation, and applying techniques for statistical inference and confirming models. Projects, collaborative group problem solving, and writing are part of the concept-oriented instruction and assessment. This course prepares students for the College Board Advanced Placement Exam in Statistics.
Earth/ Environmental Science	Science	None	Core	S	Understanding the awareness of earth's systems and the human impact on those systems will be the main focus of this course. Emphasis will be placed on understanding the lithosphere, the hydrosphere, the atmosphere, the



					biosphere, and global climate change. One of the main goals of this course is to provide the student with the means to understand the interrelatedness of Earth's systems. Students will make inquiries and analyze data through guided laboratory investigations.
Earth/Environmental Science Honors	Science	None	Core	H	Students will learn an enriched version of the standard earth science course. Emphasis will be placed on the lithosphere, the hydrosphere, the atmosphere, the biosphere, and global climate change. The human impact on these systems will be a main focus for this class. Students will participate in guided as well as open investigations. Supplemental readings and independent learning and review are expected. All honors students will complete an independent science based project each semester.
Biology	Science	None	Core	S	The main topics of the course include cell biology, ecological relationships, genetics, evolution and adaptations, organismal classification systems, and biological molecules. This class is designed to give students an opportunity to participate in hands-on activities and labs that focus on enhancing learning of basic biological standards. Conceptual knowledge of structure and function relationships found in biology will be highlighted. Students are required to take an End of Course exam for this class
Honors Biology	Science	None TR	Core	H	Students will learn an enriched version of the standard biology course that will prepare them to have an opportunity to take AP Biology. Themes covered include the chemical basis of life, cellular structure and function, modern and applied genetics, environmental change and evolution of populations, and plant and animal systems. This class is suited for highly motivated students with accelerated reading comprehension and study skills. Students will be expected to have a greater analytical ability as well as to function independently with laboratory investigation. In addition, all honors students will complete independent scientific based research projects each semester. Students are required to take an End of Course exam for this class.
AP Biology	Science	Biology	Core,	A	AP Biology is designed to offer students

		TR	Elec		a solid foundation in introductory college-level biology. The course is structured around the four Big Ideas: the process of evolution, utilizing free energy, responding to biological information, and cell communication. The goal is to identify and understand unifying principals within a diversified biological world. Science is a way of knowing. Therefore the process of inquiry in science and developing critical thinking skills is the most important part of the course.
Chemistry	Science	Math 3 (Co)	Core	S	Chemistry is an introductory study of the composition and properties of matter. Laboratory experiments are incorporated throughout the curriculum to enhance and reinforce chemistry concepts, as well as to learn and develop laboratory skills. Topics covered include atomic structure, electron structure, bonding, chemical nomenclature, chemical quantities, chemical reactions, stoichiometry, gas laws, thermochemistry, electrochemistry, solutions, and nuclear chemistry
Honors Chemistry	Science	Math 3 (Co) TR	Core	H	Honors Chemistry is an introductory study of the composition and properties of matter. Students will have additional problem-solving opportunities throughout the year. Laboratory experiments are incorporated throughout the curriculum to enhance and reinforce chemistry concepts, as well as to learn and develop laboratory skills. Topics covered include atomic structure, electron structure, bonding, chemical nomenclature, chemical quantities, chemical reactions, stoichiometry, gas laws, thermochemistry, electrochemistry, solutions, and nuclear chemistry. An additional project component is required for honors science courses.
AP Chemistry	Science	Chemistry Math 3 TR	Core, Elec	A	AP Chemistry is a comprehensive chemistry course covering all introductory topics. The curriculum of the AP Chemistry course is equivalent to the first-year chemistry curriculum of a college or university. All topics, including review topics, are covered in depth and with rigor. Topics not covered in the first-year chemistry course include kinetics, chemical equilibrium, acid-base chemistry.
AP Environmental	Science	H. Biology	Elec	A	The goal of the AP Environmental

Science		H. Chemistry(Co)			Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.
Physics	Science	Math 3	Core	S	Physics is the mathematical and motion oriented study of matter and energy. This course provides an understanding of the scientific method as well as the physical principles and laws that deal with kinematics, mechanics, light, sound, waves, and electromagnetism. Students are provided with various laboratory experiences that are designed to enhance and reinforce the concepts and principles studied in physics. In the academic/standard course, more time is taken to explore the concepts and tie those in mathematically.
Honors Physics	Science	PreCalc (Co) TR	Core	H	Honors Physics is the in depth mathematical and motion oriented study of matter and energy. The honors version of Physics provides the student with a more mathematically detailed exploration of the topics mentioned above as well as the opportunity to do several additional lab activities. An additional project component is required for honors science courses.
AP Physics I	Science	Calculus AB (Co) TR	Core	A	AP Physics I is Algebra-Based and 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; and mechanical waves and sound. It will also introduce electric circuits.
Physical Science	Science	Biology	Core Elective	S	Physical Science is the introduction to Chemistry and Physics explaining the concepts and principles of matter and energy. Students will demonstrate a basic knowledge of the physical sciences, of the scientific method of problem solving, and of laboratory procedures, equipment, and safety. Topics of study include the structure of the atom, structure and properties of matter, motions and forces, and the conservation of energy, matter, and

					charge. Students use their mathematical skills in the applications of science
Astronomy	Science	None	Core, Elective	S	This course is an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of other planets. The course includes many standard topics including planets, stars, the Milky Way and other galaxies, and black holes. Paired with Ecology for the 2019-2020 year.
Ecology	Science	None	Core, Elective	S	This course explores the interactions between living organisms and their physical, chemical and biological environment. Multiple levels of ecological organization are examined including the study of different types of populations, communities and ecosystems. Topics include population structure and growth, species interaction, energy flow, nutrient cycling, succession, and applications to current environmental management issues. Students perform ecological experiments in the classroom and in the field. Paired with astronomy for the 2019-2020 year.
Forensics	Science	None	Core Elective	H	Forensics is an investigative science course with an overview of the principles, procedures, and concepts of forensic and investigative sciences. Students will receive instruction in the definitions, scope and use of tools, techniques and protocols in forensic applications. Students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. This course covers areas such as fingerprint analysis, hair and fiber comparison, serology and crime scene analysis. Forensics is a demanding, fast-paced course covering a new topic of evidence nearly every week. The culmination of the course will include the analysis of a crime scene.
Marine Biology	Science	Biology C or better	Core, Elective	S	Students learn about the world's oceans and their inhabitants. The students will review some basic biological and ecological concepts before learning about the general aspects of marine biology including the physical and chemical properties of the oceans that make different marine zones and

					communities possible. Students will also survey marine organism diversity, explore the relationships between humans and the sea, and learn about careers in marine science. Prerequisite: successful completion of Biology with a C or better.
World History	Social Studies	None	Core	S	This course is designed to trace the birth of civilization to the present age. Students explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course and students will use historical tools and practices. 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. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world.
Honors World History	Social Studies	None TR	Core	H	This course is designed to trace the birth of civilization to the present age. Students explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course and students will use historical tools and practices. 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. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis, and application and reflective thinking.
AP World History	Social Studies	World History	Elec	A	The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction

					with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Students are expected to take the AP World History Exam.
AP European History	Social Studies	World History	Elec	A	The purpose of the AP European History course focuses on building students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European History for significant events, individuals, developments, and processes in four historical periods, and develop and use the same historical thinking skills used by historians when studying the past. Students are expected to take the AP European History Exam.
Civics and Economics	Social Studies	None	Core	S	Civics and Economics provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. The Civics and Government strand is framed to develop students' increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon

					which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic and Personal Financial Literacy strands are framed to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security.
Honors Civics and Economics	Social Studies	None TR	Core	H	Civics and Economics has been developed as a course that for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. It provides a framework. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. The Civics and Government strand is framed to develop students’ increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic and Personal Financial Literacy strands are framed to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security.
AP US Government and Politics	Social Studies	None TR	Core	A	This AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It

					also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. This course will provide the student with the informational framework upon which they can successfully build and defend their personal political views and with which they will critique the political actions and perspectives of others.
American History I	Social Studies	None	Core	S	The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from 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 U.S. Constitution. American History I: The Founding Principles 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.
Honors American History I	Social Studies	None TR	Core	H	The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from 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 U.S. Constitution. American History I: The Founding Principles 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. Honors



					level students are expected to demonstrate a higher level of historical thinking through an emphasis on essay writing (both on timed exams and outside of class, their participation in socratic seminars, and a thorough approach to evaluate history beyond just a factual level. The quality of work completed and a willingness to demonstrate an understanding of history at a higher level are essential expectations of this honors level course.
American History II	Social Studies	American History I H American History I	Core	S	The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and 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 interactions, and understand the impact of events on in the United States in an interconnected world.
Honors American History II	Social Studies	American History I H American History I TR	Core	H	The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and 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 interactions, and understand the impact of events on in the United States in an interconnected world. Honors level students are expected to demonstrate a higher level of historical thinking through an emphasis on essay writing (both on timed exams and outside of class, their participation in socratic seminars, and a thorough approach to evaluate history beyond just a factual level. The quality of work completed and a willingness to demonstrate an understanding of history at a higher level are essential expectations of this honors level course.
AP US History	Social Studies	None TR	Core	A	Advanced Placement United States History is a course designed to resemble a sophomore level college survey of American history. The course centers around the study of nine time periods ranging from the study of exploration through the impact of the United States in the present. The course moves at a fast pace, requiring students to commit to evaluating secondary and primary sources consistently. A strong work ethic, love for history, and an interest to critical thinking are all essential elements to perform well. This is a redesigned course, which emphasizes seven key themes with the study of American history, which include the development of America's identity over time, politics and power, the impact of ideas, beliefs, and culture on American development, among others. Historical thinking skills such as synthesis, comparison and contextualization of history, and periodization. All areas of assessment (multiple choice, short response, analytical writing) center around both understanding themes of history and historical thinking skills. Students are required to take the Advanced Placement Examination in May. The course essentially challenges the student of history to master the following when completed, "can you think like a historian?"
AP Human Geography	Social Studies	None TR	Core Elec	A	The purpose of the AP course in Human Geography is to introduce students to

					<p>the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.</p> <p>The particular topics studied in an AP Human Geography course should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994 and revised in 2012. On successful completion of the course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret maps and analyze geospatial data.</li> <li>2. Understand and explain the implications of associations and networks among phenomena in places.</li> <li>3. Recognize and interpret the relationships among patterns and processes at different scales of analysis.</li> <li>4. Define regions and evaluate the regionalization process.</li> <li>5. Characterize and analyze changing interconnections among places.</li> </ol>
AP Psychology	Social Studies	None TR	Core, Elec	A	<p>The purpose of the AP course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Juniors and seniors who have taken the academic Psychology course and earned a B or better may take the course. If you have not taken academic Psychology, you may still take the AP course if you earned a B or better in your last social studies course and have a recommendation from that teacher. The AP exam is given in May for this class</p>
AP Microecon	Social Studies	None TR	Core, Elec	A	<p>The purpose of this AP course in microeconomics is to give students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study</p>

					of factor markets and of the role of government in promoting greater efficiency in the economy
Spanish I	Foreign Language	None	Core	S	Spanish I is an introductory study of the language and culture of the Spanish-speaking world. The course strives to help the learner acquire knowledge by integrating the four skills of reading, writing, listening, and speaking. By the end of this course, students will have acquired skills in basic communication, vocabulary, and grammar, and will have a beginning knowledge of Hispanic culture. Instruction will gradually change from English to Spanish and by midyear students will be expected to understand basic Spanish instructions for assignments and classroom tasks.
Spanish II	Foreign Language	Spanish I H Spanish I	Core, Elec	S	The course strives to help the learner acquire knowledge by integrating the four skills of reading, writing, listening, and speaking. Therefore, the use of Spanish in the classroom will be our primary goal. An effort to use the language at all times is expected. By the end of this course, students will have solidified their understanding of Spanish I key vocabulary and sentence structures necessary for limited personal communication, as well as learned how to communicate in past, future, and perfect tenses. They gain an understanding of the cultural aspects of the countries where Spanish is spoken
Spanish III	Foreign Language		Core, Elec	H	Honors students can continue their study of the spoken and written language in Spanish III. This fast paced course will include advanced grammar structures, vocabulary, extensive listening, speaking, reading, writing, and culture activities. Instruction and assessment are almost entirely in Spanish and students are expected to communicate in Spanish as well. This course is not appropriate for students who did not complete Spanish II with at least a B average
Spanish IV	Foreign Language		Elec	H	This high-intermediate level Spanish class is for those students who have completed Spanish III and wish to pursue a greater understanding of the Spanish language. There will be an in-depth study of vocabulary and advanced grammatical structures including the subjunctive and compound verb tenses. Students will watch videos, listen to music, read articles in Spanish and they

					will also use their knowledge of the language in speaking and writing as well. This class is not appropriate for students who did not finish Spanish III with a grade of B or higher.
AP Spanish Language and Culture	Foreign Language	Spanish III sup	Elec	A	This intensive advanced Spanish class is for those students who have completed Spanish IV and wish to pursue spoken and literary fluency in the language. There will be a detailed study of vocabulary and a review of all grammatical structures students have learned in levels I – IV with an emphasis on mastery. The class will focus on authentic language in the context of current events, news broadcasts, articles, and a year-long novela (continuing story) entirely in Spanish. Students will do weekly writing assignments, bi-weekly speaking assessments, intensive listening practice, and weekly readings. These required readings include literary classics from Spain and Latin America in the form of short stories, poems, and theater. The class is intended to prepare students for the AP Spanish Language Test, which is a requirement of the course. Because of the intensity and demand of the coursework, students will have assignments to complete over the summer and during track-out. Students must have the recommendation of their Spanish IV teacher to register for this class.
Latin I	Foreign Language		Core, Elec	S	This course will provide an introduction to the basic grammar and vocabulary of the language. Students will review topics previously studied in English, such as parts of speech and verb tenses. This course is a high school level course.
Latin II	Foreign Language		Core, Elec	S	This course is designed for students who have successfully completed Latin I. Students will continue their study of the language in the areas of vocabulary and grammar as well as speaking activities. More emphasis will be placed on reading the language as students read historical accounts of daily life as well as cultural themes and various lessons on the fall of the Roman Republic and the longevity of the Roman Empire.
French I	Foreign Language	None	Core Elective	S	French I is designed to give students a balanced exposure to all four language skills (speaking, listening, reading, and

					writing) and culture. Students will be encouraged to use only French in the classroom. Students will speak, listen, read, and write in French about such topics as friends and family, school, sports, and leisure activities. Grammar is taught within the context of meaningful learning situations, conversation, and rapid oral drill with primary emphasis on the present tense, acquiring vocabulary, and cultural understanding. Some cultural topics discussed in French I are the geography of France, French-speaking countries of the world, and French cooking.
French II	Foreign Language	French I	Core, Elective	S	French II broadens and deepens the language skills and cultural understandings that students began developing in French I. The course focuses on robust communication in French, with an equal emphasis on reading, writing, listening, speaking, and cultural competencies. Students will expand their French vocabulary and be able to discuss the past, present, and future as they study topics such as daily routines and seasonal activities, technology in the modern world, travel, and art. Students will grow from novice to intermediate language learners, able to understand the main ideas and details of authentic texts that they read and hear. Students will also be able to discuss and give their opinions on a variety of familiar topics, recount stories, and make plans for the future. Prerequisite: successful completion of French I.
French III	Foreign Language	French II	Core, Elective	H	
Health and Physical Fitness	Physical Education	None	Core	S	This course exposes students to both physical education and health requirements for a full year. In the Health portion, students will learn how to make informed decisions regarding their well-being and maintain healthy behaviors. Students will be exposed to topics such as making healthy decisions, nutrition, mental disorders, building healthy peer relationships, lifelong fitness, effects of alcohol, and sexually transmitted infections. In physical education, students will gain knowledge and skill in sports literacy, personal fitness, and develop an appreciation for diversity.
H&PE II/Advanced	Physical	Health/PE			Students will have an opportunity to

PE	Education	Intro to Leadership			participate in activities that they are introduced to in Health and Physical Education. Some of the activities may include team sports such as basketball, volleyball, and soccer, as well as individual sports such as tennis and badminton.
Sports Medicine I	Physical Education	Health/PE Biology	Elective	S	This year-long course is designed for the student who has an interest in medicine and athletics. This course will cover, in depth, settings of employment and professional options, anatomy, basic physiology, nutrition, injuries, injury evaluation, injury treatment concepts, modalities, supplements and drugs in athletics, taping and wrapping, infectious diseases, and other select topics related to sports medicine. Students in this class will benefit from hands-on techniques and hands-on use of equipment in the athletic training room. Students will be required to attain 30 hours of observation/work during the school year. Students will also be eligible to work with sports in both games and practices. An application, with teacher evaluation and references, is required for this course. Fees of no more than \$10 may apply (money will be used for class supplies).
Band	Fine Arts	None	FA, Elec	S	This course is designed to give the student an enriching and diverse instrumental music education. This class provides a number of performance opportunities for the student in a variety of settings. The daily objective of the course is to foster and promote musical growth through the playing of an instrument by the student. As a member of the band program, group effort and cooperation is necessary to a successful program. Band is a skilled effort in which each student is expected to show technical and musical growth throughout this course.
Art	Fine Arts	None	FA, Elec	S	Art is a course that provides an introduction to art through a multimedia experience. Students will learn and apply the elements and principles of design to produce creative art projects that reflect their understanding of these concepts.
Art II	Fine Arts	Art I	Elec	S	This course focuses on refining

					technical skills learned in previous visual arts courses, by creating works of art in drawing, painting, sculpture, and other media. Students will continue developing their portfolio using a variety of materials and techniques, continuing to explore and develop their personal artistic style and voice. The course will challenge students to creatively solve problems and prompts more independently. Students will continue incorporating the elements of art and principles of design effectively into their work.
Honors Art III	Fine Arts	Art II TR	Elec	H	Honors Visual Arts III is designed for students who have a serious interest in art or desire to compile a portfolio. Research and art history are standard components of the course and will be related to studio activities. Students have a greater concentration in selected media designed to meet specific needs and individual abilities. This course covers figure drawing and portraiture, advanced still life and observational compositions, advanced forms of perspective, along with studies in mixed media and design concepts. The projects covered in this course should prepare students for the Advanced Placement Studio art course or give them a good breadth of work for a student quality portfolio. Students will maintain a detailed and thorough sketchbook made from an old book throughout the course.
AP Studio Art-Drawing	Fine Arts	Hon Art III TR	FA Elec.	A	This AP Studio Art course is designed for students who have completed the following courses; Art I, Art II, and Honors Art III. AP Studio Art is based on building a body of art work made up of 27 to 29 pieces of artwork that is submitted to the AP College Board in the beginning of May. This portfolio is the exam. The portfolio is made up of three sections; Quality, Concentration, and Breadth. • In the Quality section, students select 5 pieces of artwork that successfully demonstrate mastery of design principles as applied to a two-dimensional surface. There is no preferred style or content. Medium is irrelevant. Your mastery of design should be apparent in the composition, concept, and technique of the work whether they are simple or complex.



					Works may be no larger than 18”X 24” including matting or mounting. Works smaller than 8”X 10” should be mounted on sheets that are at least 8”X 10”. The 5 pieces chosen for this section can be works from the Breadth and/or Concentration. • In the Breadth section, students submit 12 pieces that show a variety of works demonstrating the students understanding of the Elements of Art. • Include examples of line, shape, value, form, texture, space, and color in your Breadth. • In the Concentration section, students submit 12 pieces of artwork that demonstrates thorough investigation of a specific visual concept that is formulated by the student. These works should use The Elements of Art in a knowledgeable and/or experimental way. It is important that you define your concentration early in the year so that your work has direction required for the concentration.
Theater Arts 1	Fine Arts	None	FA Elec	S	This class is an introduction to the elements and terminology of theatre. Students will explore beginning acting techniques, theater vocabulary, production techniques and basic theatre history.
Theater Arts 2	Fine Arts	Theater Arts 1	FA Elec	S	This course is a continuation of Theatre Arts-Beginning for the student who wishes to pursue theater arts and includes more advanced study in the writing, acting, directing, designing, producing, researching, analyzing, and critiquing of theater developed by students as well as that generated throughout history and in different countries. There is greater emphasis on learning theater vocabulary and applying learned knowledge, processes and skills in order to create and/or do theater. Public performances will be required.
Theater Arts 3	Fine Arts	Theater Arts 2	FA Elec	H	This inherently advanced course is aligned to the North Carolina Essential Standards for Theatre Arts at the proficient level and is designed to support curricular initiatives at the local level. This course is designed for those students who have achieved intermediate level theatre arts standards at the high school level and is aligned to the North Carolina Essential Standards for Theatre Arts at the proficient level. Students who successfully

					complete this course will receive weighted (honors) credit. There may be several specialized studies available within a given this course based on proficiency level. Specialized topics include: Technical Theatre, Acting, Directing, Play Production, or other specialized studies in theatre arts developed at the local level.
Chorus	Fine Arts	None	FA Elec	S	This introductory course is open to all students who love to sing, and have an interest in learning how to read music. In this class, choral literature is studied in both classical and contemporary fields, in a variety of different genres of music. Emphasis is placed on correct vocal production, proficiency in music reading, and performance skills. Students may also spend some time learning about composers, music history, music listening, ear training and sight-singing. Participation in after-school performances and rehearsals is required. Concert attire for performances is required.
Teacher Cadet I	Other	TR application	Elective	S	A course that is designed to introduce students to the profession of education. Students focus upon the nature of the Preschool to 12th grade learner, including exceptional children; the process and methods of teaching; the nature of schools and schooling; and overarching issues regarding the transformation of education. Students will be observing other classes and participating in internships. This course is the basis of the North Carolina Teacher Cadet Program.
Honors Teacher Cadet II	Other	Teacher Cadet I, approval	Elective	H	A course that is designed to prepare students for the profession of education and the collegiate expectations of an education program. Students focus upon the nature of the Preschool to 12th grade learner, including exceptional children; the methods of teaching; the nature of schools and schooling; and issues regarding the transformation and goals of education. Students will be participating and creating lessons and a portfolio in the internships. This course has a required prerequisite of Teacher Cadet 1 and teacher approval. This course is the honors addition to the North Carolina Teacher Cadet Program.
Foundations of Leadership	Other	None	Core	S	This course works to develop skills and mindsets that allow students to lead

					their own lives, work effectively with others throughout life, and make a meaningful contribution wherever they go.
Leadership Theory and Application	Other	Senior standing	Core	S	This course will encourage students to discover their personal strengths and recognize how they can work through challenges within a group. Through this course, students will understand leadership by reflecting upon themselves, their peers and through involvement in the community.