

# Queen's Grant High School

## 2019-20 Course Guide



Nurturing the Desire to Learn

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# Queen's Grant High School

Queen's Grant Families,

Please use this course planning guide as a reference when choosing classes for the next academic year. Please keep in mind that you must fulfill certain graduation requirements both for the state of North Carolina and Queen's Grant. Please use this course planning guide to choose your classes for next year appropriately.

When choosing courses always ask:

- 1) In what courses have I been successful in the past? What are my strengths?
- 2) What doors am I opening by taking this course? What doors am I closing?
- 3) What signals do I want to send to colleges?
- 4) How many AP courses are REALISTIC for me?
- 5) How can I still have a life if I take too many AP courses?
- 6) When is an Honors course a better "fit" than an AP course?
- 8) Have I included my parents and my counselor in this process of selection?

Many of you may choose certain courses in order to raise your GPA. That is understandable. After graduation day and once you are accepted into college, the high school GPA no longer matters. Do not focus on the GPA as the reason to take a course, but focus instead on the list of questions above. You need to make sure that you BALANCE your extracurricular activities and sports with your course selections. All of this is part of your Queen's Grant experience.

It is often the case that we can't do all the things we want to do. The teachers will teach to the proper level and each course is designed to assist you to enter college and to pass EOC exams when necessary. The state has set guidelines, the school has set guidelines and now the choice is up to you and your parents. Keep this information in mind and choose wisely based on the information you have been given about the courses.

The curriculum and all electives are meant to challenge you and create options for your future. They are designed to get you into an appropriate college that meets your future goals.

Please keep in mind that we are all here to help you with your course selections!

## High School Course of Study

A general listing of courses that Queen’s Grant is offering to students is provided in this guide. Course selections may vary year to year, as students and faculty demonstrate different interests.

Queen’s Grant, in compliance with its charter and mission, will require that all students complete the Future Ready diploma requirements for acceptance into the University of North Carolina System or NC Community College System. Although many courses and options exist within that pathway, the completion of just our basic graduation requirements will prepare students for continuing education after high school.

The general course of study description for all courses is determined by the North Carolina Standard Course of Study. In extraordinary circumstances, certain course requirements may be exempted and other courses substituted for those requirements.

### Queen’s Grant Diploma Requirements

To obtain a Queen’s Grant Diploma, a student must meet the basic graduation requirements that follow:

<b>Freshmen entering 2012-13 and beyond</b>
<ul style="list-style-type: none"><li>• <b>4 credits in English</b> English I, English II, English III, and English IV</li><li>• <b>4 credits in Mathematics</b> Math I, Math II, Math III, and at least one math course beyond Math III</li><li>• <b>3 credits in Science</b> Earth/Environmental Science, Biology, and a Physical Science (Chemistry, Physics, or Physical Science)</li><li>• <b>4 credits in Social Studies</b> World History, Civics &amp; Economics, and American History I and II<ul style="list-style-type: none"><li>- Students who opt to take AP United States History must also complete an additional approved Social Studies Elective to satisfy the Social Studies graduation requirement..</li></ul></li><li>• <b>1 credit in Fine Arts</b> Includes visual and performing</li><li>• <b>1 credit Health/PE</b></li><li>• <b>5 elective credits</b><ul style="list-style-type: none"><li>- Two consecutive years of the same Foreign Language is required for entrance into most universities.</li><li>- Students must have 2 credits in Arts, CTE, or Language to meet graduation requirements.</li></ul></li></ul>
<b>22 Total Credits</b>

A minimum of 22 credits, including a minimum of 3 credits as a senior, as designated above, are required to graduate from Queen’s Grant.

The State Board of Education passed a policy that allows middle school students in grade 6-8 to receive graduation credit for high school mathematics and second language courses taken in middle school. The

course must conform to the high school course of study and provide 135 hours of instruction. This became effective for middle school students in the 2007-08 academic year.

- In order to be promoted from 9<sup>th</sup> grade to 10<sup>th</sup> grade, a student must complete English I, NC Math 1 and a Social Studies course
- In order to be promoted from 10<sup>th</sup> grade to 11<sup>th</sup> grade, a student must complete English I, English II, NC Math 1, NC Math 2, 2 Social Studies courses and a Science course
- In order to be promoted from 11<sup>th</sup> grade to 12<sup>th</sup> grade, a student must complete English I, English II, English III, NC Math 1, NC Math 2, NC Math 3, 3 Social Studies courses and 2 Science courses.

**Note:** Students who are not promoted may be denied participation in grade-related activities (ie. Prom, senior class trip, etc.)

**Note:** If a student has not fulfilled ALL of the graduation requirements of Queen's Grant High School, he/she will not be allowed to walk at the graduation ceremony

## Grading Scale

As a North Carolina public charter high school, QGHS utilizes the 10-point grading scale that became effective statewide in August 2015.

## Grade Suppression Policy

To encourage students to master the content and skills delivered in high school courses, students may elect to retake courses for credit and to substitute the resulting grade as follows:

- If you have received a D or an F for a course, then you may elect to re-enroll in the course and retake it to improve your understanding and earn a better grade.
- Students may elect this option for one course per year up to a total of two courses over the course of their high school career.
- If the course has an associated EOC exam and the student did not pass the first time, the student must retake the exam.
- Students must obtain approval from an administrator before re-enrolling in a course for credit.

## **GPA**

The state transcript system calculates Grade Point Averages using a weighted quality point conversion table.

Grade Point Averages (GPAs) are calculated based on a quality point conversion known as a weighted GPA. The weighting for courses with an “Honors” designation shall be 0.5 quality point. The weighting of courses with an “Advanced Placement” (AP) designation or College Courses shall be 1.0 quality point. The grading scale below is adopted from and approved by the North Carolina Department of Public Instruction.

Effective beginning with the freshman class of 2015-16

<b>Grade</b>		<b>Standard</b>	<b>Honors</b>	<b>AP/ Community College</b>
<b>A</b>	90-100	4.0	4.5	5.0
<b>B</b>	80-89	3.0	3.5	4.0
<b>C</b>	70-79	2.0	2.5	3.0
<b>D</b>	60-69	1.0	1.5	2.0
<b>F</b>	<60	0.0	0.0	0.0

The following courses are not included in calculation of GPA:

- Courses transferred from home schools
- Courses transferred from private schools
- Courses transferred from out-of-state schools

## Course Requirements

In addition to having required prerequisite courses, some courses may also require a teacher signature, application, audition, or portfolio.

**Prerequisite** – a course or condition that is required prior to taking given course.

**Corequisite** - a course that should be taken at the same time as another unless it has previously been completed.

**Teacher approval** – these courses require the approval of the teacher/faculty member who will be teaching/overseeing the given course.

## Honors Courses

Honors courses will move at a faster pace in order to cover material in more depth and breadth. As such, honors students should expect a heavier homework load which includes long-term, independent projects in addition to nightly assignments. The ability to work and learn independently, multitask, and manage one's time effectively are important skills for success in an honors course.

## AP Courses

Advanced Placement, or AP, is a program that offers high school students the opportunity to take college level courses during high school. By successfully meeting certain standards, students may earn college credits for the courses taken (depending upon individual college requirements). **Even though it is optional, it is the expectation that AP students take the AP Exams in May.** Due to the demanding nature of AP courses they are not intended for everyone.

## Suggested Pathways:

	Freshman	Sophomore	Junior	Senior
Standard	English I Earth/Env World History	English II Biology Civic/Econ	English III Physical Science American History I	English IV Chemistry American History II
Honors	English I Honors Earth/Env Honors World History Honors	English II Honors Biology Honors Civic/Econ Honors	English III Honors Chemistry Honors American History I Honors	English IV Honors Physics Honors American History II Honors
AP	English I Honors Earth/Env Honors World History Honors	English II Honors Biology Honors Civic/Econ Honors	AP Lang & Comp Chemistry Honors AP US History	AP Lit & Comp AP Biology AP Social Studies



## Required State Testing

In North Carolina, high school students are required to take the following assessments:

### End-of-Course (EOC):

- NC Math I
- NC Math 3
- English II
- Biology

Each EOC will count 20% towards the final grade of the associated course

Released forms can be found using the link: <http://www.ncpublicschools.org/accountability/testing/releasedforms>

Understanding the Five Achievement Levels:

<http://www.ncpublicschools.org/docs/accountability/policyoperations/assessbriefs/assessbrief5levels14.pdf>

### North Carolina Final Exams (NCFE):

- English: English I, English III, English IV
- Mathematics: NC Math II, Advanced Functions & Modeling, PreCalculus
- Science: Earth Science, Physical Science, Chemistry, Physics
- Social Studies: World History, Civics & Economics, American History I, American History II

Each NCFE will count 20% towards the final grade of the associated course

Released forms can be found using the link:

<http://www.ncpublicschools.org/accountability/common-exams/released-items/highschoolitems>

### PreACT:

- During the Fall, all 10th grade students will take the PreACT

### ACT:

- During the Winter, all 11th grade students will take the ACT

# English Courses

## English I / English I Honors

Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes.

## English II / English II Honors

*Prerequisite: English I/English I Honors*

Students in English II read, discuss, and write about both classical and contemporary world literature (excluding British and American authors) through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, informational/explanatory, critical, argumentative and literary purposes, although emphasis will be placed on explanatory contexts. *Students will take an End-of-Course Test in this course.*

## English III / English III Honors

*Prerequisite: English II/English II Honors*

Students in English III analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media.

## AP Language & Composition

*Prerequisites: English II Honors (A/B)*

**Language and Composition:** An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This course is for students who have attained the reading and writing skills generally expected in introductory college courses in language and composition. *Students are expected to take the Language and Composition AP Exam at the end of their junior year.*

## English IV / English IV Honors

*Prerequisite: English III/English III Honors*

Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be lifelong learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British literature. The emphasis in English IV is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media.

## AP Literature & Composition

*Prerequisites: English III Honors (A/B) or AP Language & Composition (A/B, C with teacher recommendation)*

**Literature and Composition:** An AP English Literature and Composition course engages students in careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. This course is for students who have attained the reading and writing skills generally expected in introductory college courses in composition and literature. *Students are expected to take the Literature and Composition AP Exam at the end of their senior year.*

## **English Electives**

The following courses do not fulfill the English requirements for graduation.

### **Fundamentals of ELA**

*Only available to qualifying students*

This resource course is designed to help students learn the skills and strategies necessary to become better readers in their English classes, as well as their other academic classes. The goal of Fundamentals of ELA is to use research-based, direct instruction to improve your reading skills in phonemic awareness, phonics, vocabulary, comprehension, and fluency. Time will be allowed for implementation and demonstration of acquired skills using curriculum from general education classes.

### **American Horror**

What is horror? What is a monster, and is that monster what we are really supposed to be afraid of? That is, what does that monster, the “Other,” represent? In this writing-intensive course, we will survey the American horror literature and film. We will watch films and also read texts that have helped shape horror as we know it, such as the short stories of Edgar Allen Poe and Stephen King. These are canonical horror texts, and we can see permutations of these monsters and the texts’ narrative structure in film. We will also read critical essays to help contextualize the texts (books and film) covered. Creative writing elements will also be interwoven into the curriculum.

### **Film as Literature**

Stories are an essential part of every human culture; they help us to make meaning and to understand ourselves, each other, and our place in the world. The means by which these stories are told – whether they are written, spoken, or acted on stage or screen – influences the way we approach and interpret them. Film, while it may be influenced by written work, should always be considered an entirely unique piece of art for the purposes of critique and analysis. This course explores the complex interplay between film and literature. Selected novels, short stories and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities—and problems—involved in the transposition to film. We will also investigate films that do not have written work as their inspiration to discover the ways in which these stories work in terms of our understanding of the nature of literature and the role it plays in our lives.

### **Yearbook**

*Prerequisites: Completion of Creative Writing or the Yearbook Application*

Students on the yearbook staff conceptualize, produce, and market the school’s annual yearbook. As a team they plan, design, produce, and distribute the yearbook. The students are exposed to the basic concepts of magazine journalism, including layout, design, photography, graphic arts, and copy writing. In addition, basic business concepts are introduced, such as budgeting, verbal/written communiqués, marketing strategies, and teamwork. All yearbook students are expected to sell advertisements for the yearbook.

# Mathematics Courses

## Introduction to Mathematics

*Only available to qualifying students*

Provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology, from manipulatives to calculators, should be used regularly for instruction and assessment.

## Foundations of Math I

*Only available to qualifying students*

Foundations of Math I provides students with learning experiences that lead to establishing solid skills in the study of Math I. Skills such as: solving equations, factoring expressions, evaluating expressions, writing and graphing equations of lines will be taught. Students will broaden their use of the coordinate plane as they learn to graph lines with, as well as, without the graphing calculator. Topics in statistics will also be introduced.

## Alternate Math I

*Only available to qualifying students*

Alternate Mathematics I provides learners an opportunity to apply mathematical concepts and skills from earlier high school mathematics courses in practical situations while focusing on learning skills associated with information and communication technology.

## Alternate Math II

*Only available to qualifying students*

Alternate Mathematics II provides learners an opportunity to apply mathematical concepts and skills from earlier high school mathematics courses to financial situations while using learning skills associated with information and communication technology.

## Interpreting Math

*Only available to qualifying students*

The resource class is structured to provide direct instruction, and provide key foundational skill-building, and problem-solving experiences through multi-sensory strategies. Time will be allowed for implementation and demonstration of acquired skills using curriculum from general education classes.

## Math I

Math I provides students the opportunity to study concepts of algebra, geometry, functions, numbers and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

### **Graphing Calculator Required (TI-83 or TI-84)**

*Students will take an End-of-Course Test.*

## Math II/Math II Honors

*Prerequisites: Math I, Honors requires an 80 average and teacher recommendation*

Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

**Graphing Calculator Required (TI-83 or TI -84)**

### **Math III**

*Prerequisites: Math I and Math II/Math II Honors*

### **Math III Honors**

*Prerequisites: Math I and Math II Honors with an 80 average and teacher recommendation*

Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.

**Graphing Calculator Required (TI-83 or TI -84)**

### **Advanced Functions & Modeling (AFM)**

*Prerequisites: Math III or Math III Honors*

AFM provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. AFM incorporates advanced algebraic topics, analytic geometry, sequences and series, and data analysis.

**Graphing Calculator Required (TI-83 or TI -84)**

### **Pre-Calculus Honors**

*Prerequisites: Math III Honors or AFM, 80 average and teacher recommendation*

Pre-Calculus is recommended for students who intend to continue their study of mathematics and/or science beyond the high school level. Course studies provide a complete study of trigonometry, as well as advanced algebraic topics, analytic geometry, sequences and series, and data analysis. Applications and modeling are integrated throughout the course. This course is a prerequisite for Calculus.

**Graphing Calculator Required (TI-83 or TI -84)**

### **AP Statistics**

*Prerequisites: Math III Honors or PreCalculus Honors, 85 average and teacher recommendation*

In this course, students will explore such themes as probability, exploratory analysis, and statistical inferences. This course also introduces the tools for collecting, analyzing, and drawing conclusions from data. Students enrolled in this course are expected to take the AP Statistics exam.

**Graphing Calculator Required (TI-83 or TI -84).**

*Students are expected to take the AP Statistics exam.*

### **AP Calculus AB**

*Prerequisites: Pre-Calculus Honors, , 85 average and teacher recommendation*

This is an Advanced Placement course with an emphasis on functions, elements of analytic geometry, limits, differentiation of algebraic functions, applications of differentiation, integration, and trigonometric and exponential functions. Students enrolled in this course are expected to take the AP Calculus exam.

**Graphing Calculator Required (TI-83, TI-84 or TI-89).**

*Students are expected to take the AP Calculus exam.*

## Social Studies Courses

### World History / World History Honors

World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. 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. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History.

### Civics & Economics / Civics & Economics Honors

*Prerequisites: World History/World History Honors*

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

### American History I / American History I Honors

*Prerequisites: Civics & Economics/Civics & Economics Honors; entered 9<sup>th</sup> grade 2012-13 or after*

The study of American History in the eleventh grade is designed as a survey course that begins with the North American Colonial era. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

### American History II / American History II Honors

*Prerequisites: American History I/American History I Honors; entered 9<sup>th</sup> grade 2012-13 or after*

The study of American History in the twelfth grade is designed as a survey course that begins around the time of the Civil War and culminates in the 21<sup>st</sup> Century. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

### AP United States History

*Prerequisites: Civics & Economics Honors (89%)*

Advanced Placement United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will analyze historical material, synthesize their own ideas, and evaluate those of others. The AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. *Students are expected to take the AP US History exam.*

**\*\* Students entering high school in 2012-13 or later who opt to take AP United States History must also complete an additional approved Social Studies Elective to satisfy the Social Studies graduation requirement.**

## **Social Studies Electives**

The following courses do not fulfill the Social Studies requirements for graduation.

### **History Through Film**

Supplemental course to U.S. History that will chronologically follow the same issues as discussed in the U.S. History course by extending course study to include critical analysis of the historical accuracy of films and the psychological and social implications of studied events in historical perspective in comparison to their entertainment value.

### **When Civil Liberties and Constitutional Law Meet**

*Prerequisites: Grades 10,11, 12 only*

In this course, students will explore the ways in which civilians have fought, since the foundation of the country, for equality and a voice in government. They will be examining the idea stated in the Declaration of Independence that "All men are created equal..." and how the meaning of that phrase has evolved. This course will emphasize the flexibility of the U.S. Constitution, and specifically the impact of additional amendments over time and their varying interpretations on both civil liberties and civil rights throughout our nation's history. Students will engage knowledge of current events and how those events were influenced by the events of the past. Finally, students will learn how they can become involved in government and the nationwide conversation about civil liberties and constitutional law.

### **21st Century Global Geography**

This course will emphasize the increasing interconnectedness of Earth's people due to globalization, as well as the notion of "spatial variation"—how and why things differ from place to place both physically and culturally on the earth's surface. Globalization is the ongoing process of increasing interconnectedness and interdependence among humankind. While its origins are debatable, this process has been significantly amplified with the onset of new communication technologies that have improved economic, political, social, cultural, historic, and geographic connections among individuals, groups, and nations. The mounting flow of goods, services, finances, ideas, and people across national and international borders has created a world devoid of physical and political boundaries and dependent upon empathy and collaboration. Since the consequences of the process are not predetermined, an awareness of the positive or negative possibilities of these connections is paramount to individual improvement and the advancement of humanity.

### **Psychology**

Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, including principles and phenomena associated with each of the major subfields within psychology. Students will also learn about the methods psychologists use in their science and practice. The course covers such topics as Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Emotion, Personality, Abnormal Psychology and Psychological Disorders, and Social Psychology.

### **AP Psychology**

*Prerequisites: Civics & Economics Honors (85%) and Biology Honors (85%)*

This course engages students in the understanding, articulation, and dissemination of Psychology as a science, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. *Students are expected to take the AP Psychology exam.*

## Science Courses

### Earth/Environmental Science

#### Earth/Environmental Science Honors

This course focuses on the function of the Earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the Earth's system.

### Biology / Biology Honors

This course includes inquiry in the following content areas: the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy, and organization in living systems, and behavior of organisms.

### Physical Science

*Prerequisite: Math I*

This course will integrate the following topics from both physics and chemistry: structure of atoms, structure and properties of matter, motion and forces, conservation of energy, matter, and charge.

### Chemistry

*Prerequisite: Math II (80% or better)*

This is a laboratory course in inorganic chemistry that includes inquiry into the structure of atoms, structure and properties of matter, chemical reactions, conservation of energy and matter, and interaction of energy and matter. Chemistry is an essential course for students planning to pursue a science related major or minor in college. Students should have a solid foundation in math, as this is a math intensive course.

### Chemistry Honors

*Prerequisite: Math II Honors (80% or better)*

This is a laboratory course in inorganic chemistry that includes inquiry into the structure of atoms, structure and properties of matter, chemical reactions, conservation of energy and matter, and interaction of energy and matter. Chemistry is an essential course for students planning to pursue a science related major or minor in college. Students should have a solid foundation in math, as this is a math intensive course.

### Physics Honors

*Prerequisite: Math II Honors (80% or better) or Math III*

This is a laboratory course covering topics in mechanics, kinematics, dynamics, light, energy, electricity, atomic structure, relativity, and quantum theory. Physics is an essential course for students planning to pursue a science or mathematics related major or minor in college. Students should have a strong foundation in mathematics.



## Science Electives

The following courses do not fulfill the Science requirements for graduation.

### AP Biology

*Prerequisite: Completion of Biology Honors (85%) and Chemistry Honors (85%), Teacher Recommendation*

AP Biology is designed to be the equivalent of a two-semester college introductory biology course. Concentration is in three general areas: molecules and cells, heredity and evolution, and organisms and populations. This class is a double blocked class, meaning that it requires two class periods daily, with enrollment in AP Biology Lab required. *Students are expected to take the Biology AP exam.*

### Honors Forensic Science

*Prerequisite: Completion of Biology and one physical science (chemistry, physical science, or physics may be taken concurrently)*

Honors Forensic Science is a Science, Technology, Engineering, and Math focused course that encourages students to apply forensic science techniques to real-world problems. Students utilize 21<sup>st</sup> Century Learning Skills and technology, to focus on the Grand Challenge of Engineering and the Tools of Scientific Discovery. Forensic science reviews and extends into application several fields of science such as; biology, chemistry, environmental science, anatomy, physiology and physics. The course is rich in exploration and investigation, teaching students to apply the concepts of core science using criminalistics, scientific methodology and technology. This course will focus on the collection and analysis of crime scene evidence (such as serology, toxicology, entomology, odontology and trace evidence), and explore lab analysis techniques (such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis and facial reconstruction). After successful course completion, students will be able to detect, collect, test, analyze and assess a variety of evidence and explain the significance and science of the evidence to a courtroom.

### Anatomy and Physiology Honors

*Prerequisite: Completion of Honors Biology or Biology (strongly recommend a level 3 or 4 proficiency on the EOC for Biology)*

This course is designed for the student with a strong background and interest in biological sciences, health care and veterinary medicine. A detailed study of the structure and functioning of the human body provides the framework for this class. Students are expected to complete research and engage in online investigations in this course. Both independent and collaborative anatomy/physiology projects will be expected and will reflect an honors-level.

# World Language Courses

## Spanish I

Level I of foreign language study develops the listening, speaking, reading and writing skills needed for basic communication. Emphasis is given to the development of listening and speaking skills. Geography and cultures of the target language are taught as an integral part of language study.

## Spanish II

*Prerequisite: Spanish I or Spanish HS parts 1 & 2*

Level II of foreign language study continues the development of language skills. Culture is integrated as an on-going part of language study.

## Spanish III Honors

*Prerequisite: Spanish II, Teacher Recommendation*

Level III of foreign language study further develops the communication skills introduced in levels I and II. Cultural study is expanded to include information about the art, music, and literature of the cultures studied. Classes are conducted primarily in the target language.

## Spanish IV Honors

*Prerequisite: Spanish III Honors, Teacher Recommendation*

Level IV of foreign language study continues the development of language skills, study of history and introduction to literary works. Classes are conducted primarily in the target language.

## Latin I

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. It encourages students to learn basic functions of the language, become familiar with some elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

## Latin II

*Prerequisite: Latin I*

Students will continue learning the Latin language. Sentences will get more complex, as will the grammar itself. The class will also focus on more detail of Roman history, Greek/Roman mythology, Roman life, and Latin literature. Latin II will include some authentic texts of Latin literature.

## Latin III Honors

*Prerequisite: Latin II, Teacher Recommendation*

This course contains selections from Latin authors of the Republican and Golden Age of Latin literature: Cicero, Catullus, and Ovid and as such can be considered both a Pre-Advanced Placement course for the AP Vergil and Caesar and a capstone course in which students will at last have the opportunity to engage with Latin authors in their unaltered, original form.

# Fine Arts Courses

## Visual Arts

### Visual Art I (Beginning)

This course introduces the basic elements of art and principles of design, and is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two-dimensional and three-dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout Art I.

### Visual Art II (Intermediate)

*Prerequisites: Visual Art I (Beginning)*

Art II is an extension of Art I with a stronger emphasis on Art History. Art II builds on the student's technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in Art II in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner which allows for independent choices and personal solutions to problems. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color theory, and vocabulary is stressed in Art II.

### Visual Art III (Proficient)

*Prerequisites: Visual Art II (Intermediate)*

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

### Visual Art IV (Advanced)

*Prerequisites: Visual Art III (Proficient)*

In Art 4, students develop, clarify, and apply their philosophy of art and art making developed in Art III through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the Art IV student. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined.

## **AP Studio Art: Drawing or 2-D Design**

*Prerequisites: Visual Art III (Proficient)*

AP Studio Art is a course designed for the serious high school art student. AP Studio gives those students an opportunity to develop their critical thinking skills through a series of planned and imaginative investigations. There is an emphasis on the honing of technical skills, the encouragement of independent thinking, and clearly expressing an idea through various media and techniques. Successful completion of a portfolio at the end of the year must address: (1) quality as it relates to the execution and concept behind a work; (2) concentration on a particular theme, visual interest, or concept; and (3) breadth of experience in formal, technical, and expressive concerns as they relate to visual expression. *This course prepares students to take the AP Examination in Studio Art.*

**AP Studio Art Drawing** - offers students the concentrated opportunity to explore a visual theme through different drawing mediums.

**AP Studio Art 2-D Design** - focuses on the building of the visual vocabulary of the formal elements with which we design: line, shape, space, color, light, value, texture, proportion, symmetry, balance, module, pattern, size, scale, mass, density, motion, rhythm, etc. The student will be encouraged to explore the relevance of these elements to visual thinking.

## **Performing Arts**

### **Theatre Arts I (Beginning)**

This course trains students in basic aspects of body movement and vocal expression. Class activities include pantomime, improvisation, storytelling, and solo and ensemble acting. Through the study of theatre in various cultures and historical periods, students will also broaden their understanding of theatre as an art form and the role of theatre in society.

### **Theatre Arts II/III (Intermediate-Proficient)**

*Prerequisite: Theatre Arts I (Beginning)*

Theatre Arts II and III involve a more detailed study of acting, technical theatre, playwriting and play analysis. Students will analyze and critique work they have developed themselves as well as plays developed throughout history and in various cultures. This course further expands students' knowledge and understanding of theatre production and includes more opportunities for informal and formal productions.

### **Dance I, II, III (Beginning-Proficient)**

This course trains students in modern dance technique and principles of choreography. Students will develop kinesthetic awareness, proper body alignment, physical strength, flexibility and endurance. Students will experience the role of both dancer and choreographer and will use critical thinking skills to create movement sequences that communicate meaning. Performance opportunities will include a major performance each semester.

### **Vocal Music (Beginning)**

This is a beginning level choir for both male and female students interested in vocal music performance.

It is an outlet for the student who enjoys singing for his/her own pleasure. The following musical skills for ensemble singing will be stressed: proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading. Participation in various performance opportunities is a requirement of the class. Various styles of choral literature will be explored.

### **Vocal Music (Intermediate)**

*Prerequisite: Vocal Music (Beginning)*

This ensemble is an intermediate vocal class for students who have passed Beginning Chorus. Students who have taken chorus in Middle School may audition for Intermediate Choir. The following vocal/musical skills for ensemble singing will be stressed: proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of range, technical facility, a cappella singing, and dynamic nuances. Music theory will be taught directly, as well as be incorporated through various styles of choral music. Students at the intermediate level will perform as their own group. Students are required to perform at the discretion of the choral director.

### **Vocal Music (Proficient - Advanced)**

*Prerequisite: Vocal Music (Intermediate)*

This ensemble is an advanced vocal class for students who have passed Chorus. The following vocal/musical skills for ensemble singing will be stressed: proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of range, technical facility, a cappella singing, and dynamic nuances. Music theory will be taught directly, as well as be incorporated through various styles of choral music. Students at the intermediate, proficient and advanced levels will perform as part of the same choir, but students at the proficient and advanced levels will be asked to meet additional standards as outlined in the North Carolina Essential Standards for Vocal Music. Students who successfully complete Concert Chorus at the proficient or advanced level will be awarded an honors credit. Students are required to perform at the discretion of the choral director.

### **Symphonic Band (Intermediate - Advanced):**

*Prerequisite: Recommendation from Teacher of Previous Band Class or private lesson instructor. Student must provide their own instrument to participate in class.*

This performing ensemble is open to woodwind, brass, and percussion instrumentalists who have previously participated in band in middle school or at their previous school. The course study is based on the NC Essential Standard course of study as well as the National Standards for Music Education. Music skills to be taught and refined are as follows; tone production, technical skills for their instrument, note reading, intonation, listening and analyzing skills, performance evaluation skills as well as studying historically significant styles and pieces of music from multiple genres during the course of the year. The students will be taught other applicable disciplines such as sight reading, responding to the conductor's gestures for performance, and insight into literature to help integrate our activity to other classes on campus. The students will develop the ability to convey a composer's intent of their music and will do this through several required performances during the course of the year. There will be periodic assessments of the students' playing abilities and understanding. Performances, rehearsals, and other activities assigned are a part of the course grade and are considered an extension of the learning to occur. Practicing at home is expected and will be assessed during the year through various methods.

### **Symphonic Orchestra (Intermediate - Advanced):**

*Prerequisite: Recommendation from Teacher of Previous Band Class or private lesson instructor. Student must provide their own instrument to participate in class.*

This performing ensemble is open to all string players (violin, viola, cello, and double bass) instrumentalists who have previously participated in orchestra in middle school or at their previous school. The course study is based on the NC Essential Standard course of study as well as the National Standards for Music Education. Music skills to be taught and refined are as follows; tone production, technical skills for their instrument, note reading, intonation, listening and analyzing skills, performance evaluation skills as well as studying historically significant styles and pieces of music from multiple genres during the course of the year. The students will be taught other applicable disciplines such as sight reading, responding to the conductor's gestures for performance and insight into literature to help integrate our activity to other classes on campus. The students will develop the ability to convey a composer's intent of their music and will do this through several required performances during the course of the year. There will be periodic assessments of the students' playing abilities and understanding. Performances, rehearsals, and other activities assigned are a part of the course grade and are considered an extension of the learning to occur. Practicing at home is expected and will be assessed during the year through various methods.

## Music Theory

*Prerequisite: Students must have approval from the teacher and have been in a music ensemble or equivalent. Only open to students in grade 10,11,12.*

Music Theory and History will be a class based in the study and application of the basics of Music Theory with all its varying components and practices along with an expanded introduction and study of the History of Music from its earliest creative instances to the present day offerings in pop culture. Students will learn by way of aural and visual application of instruction from class of rhythm, pitch, intervals, chords, melodies, and harmonies. Students will learn expanded music notation skills, scales, keys, metric and rhythmic organization patterns and how to apply them in analyzing music. Aural Dictation and Sight Singing will also be incorporated into the class curriculum. Students will learn about how music “started” and how it has developed into its various genres and idioms from the pre 1200’s to present day. Also learning how to recognize chord progressions and their structures in music from pre 1400’s to present day. Students will create and compose their own melodies based on modern and non- traditional harmonic and modal systems including jazz. This will be done through the application of the rules of common practice to the time period for their composition. Music Theory and History will be a multiple discipline class that will encompass a cross section of other subjects when appropriate to help students analyze, dissect, explore major music and musical periods in relation to both Western and Non-Western history and cultures. Introduction of music styles, genres, periods and performances will be done through a variety of media throughout the course and will always be applicable to the subject. The class will use previous musical knowledge along with students’ playing / singing abilities in order to expand on their ability to understand and apply certain aspects of the class instruction.

## Instrumental Music - Beginning

Beginning Instrumental Ensemble is an introductory level class designed for students who are interested in starting a band or orchestra instrument for the first time. The primary focus for the class is on basic instrumental skill development through note reading, music terminology and musical performance on their chosen instrument. Through class instruction and performances students will develop skills in the psychomotor, cognitive and affective domains that will allow them to connect, examine, imagine, define, try, extend, refine and integrate music study into their lives as well as other academic areas. The student will be instructed and expected to care for and keep their instrument in proper playing condition during the year in order to fully participate for credit. Ensemble and solo activities are designed to develop elements of musicianship through tone production, technical skills, intonation, music reading, listening skills, analyzing music, and studying historically significant styles of literature. Students will develop the ability to understand and convey a composer’s intent when writing a piece of music and connect that intent to their audience through performance. Time outside the school day will be scheduled for culminating performances and public concert opportunities. As such, are an extension of the class and expectations for class credit.

***Instrumental instruction option for the class includes all woodwinds (flute, clarinet, saxophone, etc), Brass (trumpet, F horn , trombone, baritone, tuba), strings (violin, viola, cello, string bass). Percussion will be assigned as needed for performances from within the members in the class ensemble ONLY. Percussion will NOT be offered as an introductory option.***

\*\*\*Students will have the first 10 days of class to acquire and bring in their instruments. After this point the student’s schedule will be changed and they will be transferred to another class.

\*\*\*ALL instruments for the class are to be acquired by the students’ and are their sole responsibility as QGHS does not have any inventory to offer.

# Health/Physical Education

## Health and Physical Education

*This course is required of all students for graduation.*

This course explores healthful living choices related to fitness behaviors, coping/stress management, nutrition, relationships, alcohol/other drugs and self protection (Health). Students will develop and refine team and dual sports skills as well as health-related fitness activities.

## Team Sports

This class will implement team building skills as well as in-depth information on team-oriented sports. Students will learn the history, rules, and many intricacies that go into team sports we play in America as well as the rest of the world. Students will be required to **participate** in a wide range of physically active sports and games.

## Sports Medicine I

The student will develop knowledge and understanding of basic anatomy, physiology, kinesiology, and sport and fitness industry consumerism. Students will interpret performance data and design fitness plans to enhance sports performance and prevent injuries. Students will demonstrate competence in CPR, First Aid and taping.

## Sports Medicine II

*Prerequisite: Sports Medicine I*

This dynamic course will offer students an opportunity to gain an understanding of the structure and function of the human body as it relates to injury. Students will gain further understanding of health concepts familiar to all medical careers such as basic anatomy, kinesiology and physiology. The major topics of study include injury recognition, assessment, evaluation, prevention, treatment, rehabilitation, and emergency care. Students will learn how to assess vital signs, take a medical history and much more. Students will also have an opportunity to become certified in first aid and CPR.



# North Carolina Virtual Public School

How QGHS chooses to utilize NCVPS:

- Students are allowed to take NCVPS courses if:
  - The course desired is not offered on QGHS campus.
  - There is a scheduling conflict.
  - The student is a Senior (as determined by years in high school) and needs courses to graduate.
  - The student needs to take one class during the summer to graduate at the end of that summer.
  - The student needs one class to complete early graduation that school year.
  - The student wants to progress in Math courses (not because a course was failed).
  - The student has previously failed the course at QGHS.
- Students are not allowed to drop a course after the NCVPS designated drop date
- Final grades earned will appear on a student's transcript and consequently will affect their GPA and class ranking
- Only for students currently enrolled at QGHS

Parents must obtain the "NCVPS Registration Form" from the school's website ([www.queensgranthigh.org](http://www.queensgranthigh.org)) by clicking on the "Resource" tab; and complete, sign and return the form to Ms. Bock before the NCVPS classes begin. Please visit the North Carolina Virtual Public School website ([www.ncvps.org](http://www.ncvps.org)) to obtain details about the courses offered and to see academic calendars.