



Piedmont Community Charter School -CFA  
Secondary Campus  
Parent-Student Handbook

2017-2018

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Dear Parents and Students,

Welcome to the 2017-2018 school year at Piedmont Community Charter. The administrative team, faculty, and staff is motivated about the new school year and we look forward to building on the established academic excellence and fine arts. Our staff is caring, competent, dedicated, and willing to assist you. We are excited about the opportunities that await you and our ultimate goal is to provide a climate conducive to learning for all students.

We believe that education is a shared responsibility and the successful operation of this school depends on all stakeholders: students, parents, staff, and community members. The focus of Piedmont Community Charter is to create a partnership with all stakeholders. Each one of us is responsible for contributing our part to enable the school to be a safe and productive environment where we can work and learn together.

Piedmont Community Charter has established procedures and guidelines to enhance teaching and learning in a safe and orderly environment. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, guidelines, activities, and schedule to become an active participant in your school.

The student handbook is an overview of our school's expectations, services, and guidelines. This handbook can serve as a reference for you throughout the school year. I look forward to collaborating with each family as we strive for excellence in your child's academic endeavor. On behalf of the faculty and staff at Piedmont Community Charter, best wishes for a successful 2017-2018 school year!

Sincerely,

Ernie Bridges

Director of Secondary Education

## PCCS Secondary Campus Administration

Head of School	Jennifer Purdee
Secondary Director	Ernie Bridges
Middle School Assistant Director	Heather Hutchins
High School Assistant Director	Dennis Noble
Registrar/LEA Coordinator	David Benfield
Receptionist	Stephanie Nicholson
Administrative Assistant	Lynda Champion
Counseling, Grades 9-12	Karen Bunch
Counseling, Grades 6 - 8	Jane Moses
Technology Facilitator	Casey Reese
High School Athletic Director	Dwayne Prioleau
Assistant HS Athletic Director	Lynn Stubblefield
Middle School Athletic Director	Lynn Stubblefield

### **Bell Schedules**

The Secondary Campus opens for students at 7:30am. A warning bell will ring at 7:58am and all students must be in class by 8am. The school days ends on a staggered dismissal schedule and all students must be picked up by 3:15pm.

#### **Middle School**

8:00 Homeroom  
8:05 - 9:00 1st Period  
9:05 - 10:05 2nd Period  
10:10 - 11:10 3rd Period  
11:15 - 12:35 4th Period (lunch)  
12:40 - 1:40 5th Period  
1:45 - 2:45 6th Period

#### **High School**

8:00 - 9:35 1st Period  
9:40 - 11:10 2nd Period  
11:15 - 1:10 3rd Period (lunch)  
1:15 - 2:55 4th Period

### **Staggered Dismissal**

In an effort to streamline traffic and maximize instructional time, students will be dismissed on a staggered schedule as follows:

**2:45 - All Middle School students**

**2:55 - All High School students**

### **Report Cards**

Report Cards are issued each 9 weeks to all students grades 6-12.

Report Cards are issued on the following dates:

**November 2**

**March 29**

**January 25**

**Report cards may be picked up beginning on June**

Progress reports are issued at 4.5 weeks of the grading period. These reports will be issued on the following days:

**September 29**

**December 1**

**February 23**

**May 11**

### **Student Parking**

Students with valid driver's licenses may park their personal vehicle at PCCS during the school day provided they have been issued a parking permit. The PCCS parking permit is \$10.00 and must be purchased within the first 10 days of the school year for a student who will drive at that time. Students who are newly licensed throughout the course of the year may purchase their parking permit at a later time. Students who park on campus without a valid permit could have their cars towed at their expense.

### **Lockers**

Student safety is paramount at Piedmont Community Charter School. To this end, students will no longer carry backpacks into classrooms during the school day. All students at PCCS will be issued lockers and a school-issued lock. All backpacks must be stored in a locker before the school day begins and can be removed from the locker upon dismissal. All students will be required to pay a **\$5.00** locker fee for the use of the locker and the school-provided lock. Locks will be returned to PCCS at the end of the school year.

### **Lunch**

All PCCS students must provide their own lunch each day. Parents are encouraged to bring lunch to a student if necessary, but **students are not be permitted to sign out in order to leave campus and get lunch.** Deliveries from restaurants will not be accepted.

### **Medication**

Students who take medication during the school day must keep the medicine in the front office. A medication form must be filed with Mrs. Thompson in the front office.

### **Cell Phone Guidelines and Consequences**

Cell phones should be kept in the student's locked locker during the instructional day. However, should a student decide to take their cell phone into a classroom :

Teachers will provide a cell phone pocket holder and students will be required to place their cell phone into the numbered pocket. Cell phones will then be distributed back to the student at the end of the class period. Students will be assigned a number in each class to place their cell phone each day, in each class. Teachers are required to hang the cell phone pockets near their desks.

Anytime a student has their cell phone out during class, lunch, or in the hallways it is to be taken up by a staff member and brought to the office. It is to be given to the receptionist with the student's name. The receptionist will be keeping track of the frequency on a spreadsheet.

1st time phone is taken to the office - Warning and student may pick up at the end of the day.

2nd time phone is taken to the office - Warning and parent is required to pick up phone.

3rd time phone is taken to the office - 30 minutes ASD and parent is required to pick up.

4th time phone is taken to the office - 1 hour ASD and parent is required to pick up.

5th time phone is taken to the office - 1 day ISS and parent is required to pick up.

### **Fidget Devices**

Fidget spinners, clickers and other such objects are not permitted at school.

### **Attendance Policy**

Attendance in school is necessary for educational success and is legally required for all children between the ages of seven and sixteen, and for all children under the age of seven who are enrolled in a public school like PCCS-CFA. Failure to attend school as required may result in a referral to truancy court or state child protective services.

All students are required to arrive at school on time unless they have a legitimate excuse for being tardy. Students and parents should allow adequate time for travel to school. Remember that possible traffic problems, weather conditions, transition time, and other factors may affect travel times. Students who are not in their classrooms at the time the school bell rings are considered tardy.

### **Tardiness and Early Withdrawals:**

Students who are not in their classrooms by the time the school bell rings are considered tardy. An early withdrawal occurs when students are checked out of school before the end of the academic day. The administration recognizes that there are occasions when a student may arrive late to school or must leave early for legitimate reasons. Students who arrive late are required to sign in at the front office and pick up a tardy slip before proceeding to class. For an excused tardy the student's parent should accompany them to the office to provide a note indicating the reason for the late arrival. Notes must be presented within **three days of the tardy to be considered excused**. After three days the tardy is unexcused. Students who are checked out early must be accompanied by a parent or produce a note from their parent indicating the reason for the early withdrawal.

Tardiness and Early Withdrawals can be excused for the following reasons:

- a. Illness or injury of the student
- b. Medical, Dental, or other appointment with a health care provider
- c. Necessary religious observances
- d. Involvement in traffic or other accident
- e. Death of an immediate family member

Tardiness both deprives the student of valuable instruction and causes a disruption to the learning environment. In order to curb unnecessary late arrivals to school and late arrivals to individual classes, the following disciplinary actions will take place. A student's tardies will reset at the semester break.

**1st Tardy - Warning**

**2nd Tardy - Warning**

**4th Tardy - 1 hour after school detention**

**5th Tardy - 1 day ISS**

### **3rd Tardy - 30 minutes after school detention**

#### **Attendance**

##### **Absences:**

An absence may be excused for the following reasons if the parent or legal guardian sends in a note within three days of the absence.

- a. Illness or injury of the student
- b. Isolation ordered by state or local health officials
- c. Death of an immediate family member
- d. Medical, dental, or other appointment with a health care provider
- e. The student is a party to or under subpoena as a witness before a court or administrative tribunal
- f. Religious observance, as required by the religion of the student or the student's parents.
- g. Participation in a valid and important educational opportunity with prior approval of the Academic Director

#### **Academic Absence Policy for Grades K – 8:**

##### **Attendance:**

Only twenty (20) absences, including excused and unexcused absences, are permitted each school year. The attendance committee regarding promotion/retention will review students who exceed 20 absences.

##### **Excuse Notes:**

Parents will have **three (3) days to send in a note to have an absence excused**. A phone call or email may be substituted for a handwritten note. Parents may write an excuse note for illness up to 10 times during a single school year. After 10, a doctor's note is required or absences will remain unexcused.

##### **Make-Up Work:**

Students will be given an opportunity to make up work or tests missed for those periods where an absence occurred. **Upon the student's return to school, arrangements for make-up work shall be made within three (3) school days.** Arrangements for make-up work are the responsibility of the student.

##### **Reporting Absences:**

Daily Absences – both excused and unexcused – will be reported to the parent by the way of a computer generated telephone message. The Director or their designee shall inform the parent/guardian by mail when cumulative unexcused absences reach 3, 6, and 10.



## Academic Absence Policy for Grades 9-12:

### **Attendance:**

Only ten (10) absences, including excused and unexcused absences, are permitted in each semester class. Students who exceed ten (10) absences may lose credit for the affected course unless time is made-up and/or an appeal is filed with the Attendance Committee. Keeping up with attendance and making up time is the student's responsibility.

### **Excuse Notes:**

Parents will **have three (3) days to send in a note to have an absence excused.** A phone call or email may be substituted for a handwritten note. Parents may write an excuse note for illness up to 10 times during a single school year. After 10, a doctor's note is required or absences will remain unexcused.

### **Make-Up Work:**

Students will be given an opportunity to make up work or tests missed for those periods where an absence occurred. **Upon the student's return to school, arrangements for make-up work shall be made within three (3) school days.** Arrangements for make-up work are the responsibility of the student.

### **Reporting Absences:**

Daily Absences – both excused and unexcused – will be reported to the parent by the way of a computer generated telephone message. Class/Course Absences will be recorded by each teacher in PowerSchool and may be viewed through the Powerschool Parent Portal. The Director or their designee shall inform the parent/guardian by mail when cumulative absences reach 3, 6, and 10.

## The Appeals Process

**Any student whose absences number more than 10 in any high school course in a semester, or 20 in a middle school year must file an appeal to the attendance committee. The appeals form outlines information required and must be submitted to the committee with appropriate documentation. The committee will determine what actions need to be taken by the student in order for credit to be granted. The filing of an appeal does not guarantee a student with extensive absences will receive credit. A student must have a passing grade in the course to be eligible for appeal. Students with more than 10 absences (high school) must complete attendance recovery each semester to be considered eligible for attendance appeal.**

## Secondary Dress Code

Students are expected to be in dress code upon arrival at school and stay in dress code throughout the day. **Administrators & Teachers reserve the right to determine the appropriateness of dress in cases not covered by the dress code.** All clothing should be clean, neat and free of holes or stains with no cut or torn necklines, hemlines, sleeves, sides, etc. **Students deemed out of dress code will be asked to contact a parent/guardian for appropriate attire and wait in ISS until they are dressed accordingly.**

### I. Tops:

- Solid Color Polo Shirts
- Solid Color Dress Shirts with a collar ( can be button down)
- Solid pullover sweaters that are red (not burgundy), white, navy blue, khaki, or black.
- PCCS approved “schoolwear” may be worn in lieu of a polo shirt/dress shirt. This includes the PCCS pullover sweatshirts and t-shirts. No other pullover sweatshirts are allowed.
- White undershirts can be worn under a polo or dress shirt.
- No logo bigger than a quarter, piping, no printing, no stripes
- Shirts do not have to be tucked in but must cover the student’s mid-section at all times.
- Untucked shirts may not be longer than front pocket line (hip length).
- Knit shirts.t-shirts without a collar can NOT be worn unless they are approved spirit wear.
- Items that are not from school-approved vendors and homemade items are not considered dress code.

### II. Coats/Jackets /Cardigan Sweaters:

- A jacket has a zipper and may have a hood.
- Students may wear a coat or jacket of their choosing to and from school.
- In the building, jackets and cardigan sweaters must be the following approved solid colors: red (not burgundy), white, navy blue, khaki, or black.
- No logo larger than a quarter, no piping, no printing, no stripes.
- Pullover sweatshirts are not permitted and are not considered a jacket.

### III. Bottoms:

- Approved colors are: Solid Khaki, Navy, or Black
- Pants should be worn at waist level at all times and should not drag on the floor. Belts must be worn with all pants having belt loops, no designer belt buckles allowed.
- Students may wear shorts in approved colors only if they fall all the way to the knee – this will mean bermudas, capris or cargo shorts only.
- Girls may wear skirts only if they fall to mid-knee (or below) and only in approved colors. No dresses.
- Pants, Skirts or Shorts may not be tight, form fitted or contain stretch material like spandex.
- No denim, No jeans, No jeggings, No leggings, No “skinny” pants, No sweatpants, No yoga pants, No gym shorts.

### IV. Shoes/Socks/Tights:

- Shoes must have enclosed toes – no sandals, no flip flops, no crocs.
- Socks and Tights must be solid colors – no patterns or stripes.
- Small logos on socks are acceptable.

### V. Hair:

- All students are to have well groomed, clean hair in traditional styles.
- No unnatural hair colors or accessories will be allowed. Hair should be out of eyes at all times.
- Boys should wear their hair off the collar and above their earlobes.
- Facial hair must be neatly groomed.

### VI. Jewelry:

- One necklace, one bracelet, one watch and two rings will be allowed for both male and female students.
- Males may have one pair of earrings, females two.
- No other visible body or facial piercings or visible tattoos will be allowed.

### VII. Other:

- No hats, head coverings or hoods will be allowed during school hours unless required for a specific approved reason.

## **Academics**

### **MAP Testing**

Students in middle school grades 6-8 will participate in MAP testing in the fall, winter and spring of the school year. These tests are best indicators of student growth and ability to perform at the appropriate grade level. MAP data allows teachers insight into student strengths and weaknesses and provides information need to better address student needs. Growth on MAP assessments can be a factor in promotion and retention decisions. MAP assesses student ability in 3 areas: math, reading and language usage.

MAP testing will be administered on the following dates. Student attendance is important during testing.

**Fall: September**

**Winter: January**

**Spring: May**

### **North Carolina Check-ins:**

Students in grade 6 will be taking NC Check-ins each quarter in Reading and Math. Students in grade 7 will take NC Check-ins each quarter in Reading only.

### **North Carolina End of Grade (EOG) Testing**

All students in middle school grades 6-8 are assessed by the North Carolina End of Grade (EOG) tests. Along with MAP, this test is the summative assessment to determine if a student has mastered the content for his/her grade level. EOG scores provide valuable information that is considered in promotion and retention decisions.

6th Grade: Math, English Language Arts

7th Grade: Math, English Language Arts

8th Grade: Math, English Language Arts, Science

### **North Carolina End of Course (EOC) Testing**

All high school students enrolled in Math I, English II, and/or Biology will take the North Carolina End of Course (EOC) test to earn course credit. This assessment is required by the North Carolina Department of Public Instruction.

### **The ACT**

All 11th grade students will take the ACT on **March , 2018**. The ACT is a college entrance exam that students take free of charge and can use at most major colleges/universities for admissions purposes.

## High School Graduation Requirements

To be a Sophomore: 6 units

To be a Junior: 13 units

To be a Senior: 20 units

To Graduate: 28 units and successful completion of competency standards.

- Students graduate under the state and local requirements which were in place when they entered the ninth grade.

School counselors are available to answer any questions in the process of reaching the goal of high school graduation.

### For Entering Ninth Graders

Content Area	Course of Study Requirements
<b>English</b>	<b>4 Credits-</b> I, II, III, IV or a designated combination of 4 courses
<b>Mathematics</b>	<b>4 Credits-</b> Math I, II, III & 4th math course to be aligned with the student's post high school plans
<b>Science</b>	<b>3 Credits-</b> A physical science course, Biology, Earth/Environmental Science
<b>Social Studies</b>	<b>4 Credits-</b> American History: The Founding Principles, Civics & Economics, World History American History 1: American History II OR AP US History
<b>World Languages</b>	Not required for HS graduation. A two-credit minimum is required for admission to a university in the UNC system.
<b>Health &amp; Physical Education</b>	<b>1 Credit-</b> Health/Physical Education
Content Area	Course of Study Requirements
<b>Electives or other requirements</b>	<b>6 Credits Required</b> <b>2 elective credits of any combination from either:</b> Arts Education

	World Languages  <b>4 elective credits strongly recommended from one of the following</b> Arts education (e.g. dance, music, theatre arts, visual arts, guitar) Any other subject area (e.g. social studies, science, mathematics, english)
<b>Arts Education (Dance, Music, Theatre Arts, Visual Arts)</b>	Required electives to meet local standards
<b>Total</b>	22 credits plus local requirements = 28 credits

**Weighted Point Scale:**

Regular Placement Courses

A = 4

B = 3

C = 2

D = 1

F = 0

Honors Courses

A = 4.5

B = 3.5

C = 2.5

D = 1.5

F = 0

Advanced Placement Courses

A = 5

B = 4

C = 3

D = 2

F = 0

**Honor Graduates:**

Summa cum laude: GPA= 4.3 +

Magna cum laude: GPA= 4.299 - 4.0

Cum laude: GPA= 3.99 - 3.7

## **Extracurricular Activities**

### **Letter Jackets**

New to PCCS is the ability for students to purchase letter jackets. Letters may be earned for both, fine arts and athletics.

### **LETTER JACKET REQUIREMENTS FINE ARTS**

Lettering is reserved for juniors and seniors who are in good academic standing and have displayed good conduct.

### **Visual Arts**

Student must have taken three sections of any type of Visual Arts and received A's in three sections of Visual Arts. Student must complete an application and be approved by Piedmont art teachers. As part of the application process, students must also prepare a portfolio with 6 of their current artworks. Student must have a total of six hours of volunteer time in preparing or attending the annual arts festival or any other approved after school art related activities.

### **Drama**

Student must have had an A in theatre class. A show must have participated with NCTC in some capacity and been in or technically supported at least three shows.

### **Dance**

In order to earn a letter in Dance, students will need to complete Beginning and Intermediate Dance with at least a 90% final semester grade and perform in a total of 6 PCCS performances.

### **Chorus**

High School Choir students must have participated for at least two years as a high school choir student. Students must have either an A or B average consecutively.

### **Band**

Student must meet all musical requirements to perform at a high level. They must have a good attendance record in band class and attend all concerts: winter, spring and graduation.

**Guitar**

Student must be able to demonstrate all chords within a given key, name all the notes on the neck, be able to tune a guitar without a tuner and have knowledge of the order of sharps and flats. Students must have knowledge of chord formulas. They must demonstrate all major 1-4-5 chord progressions and know the relative minor chords within the given key, demonstrate strumming and fingerstyle techniques as well as barre chord forms taught in class.

**LETTER JACKET REQUIREMENTS ATHLETICS**

Lettering is reserved for juniors and seniors who are in good academic standing and have displayed good sportsmanship.

**Cross Country**

Any student who completed half the meets.

**Boys Soccer**

Student must conform to all game rules and safety regulations as they are established by the Division, School and Coach. Student must participate in fundraisers and/or community service projects. Students must attend all games and practices, except those excused by coach and must return all equipment.

**Girls Soccer**

Must have been on the team a minimum of two years. Has been a good teammate and done community service.

**Softball**

No ejections, must complete the whole season except for injury. Participation in 66% of total sets/innings per year on the varsity level excluding scrimmages. Special exemptions can be made by coach and approved by administration.

**Volleyball**



No ejections, must complete the whole season except for injury, have participated in 66% of total sets per year on the varsity level, excluding scrimmages. Special exemptions can be made by coach and approved by administration.

### **Boys Basketball**

Student must have played varsity the entire season, participated in 85% of practices, played in 90% of games and reached the minimum number of points, rebounds or assists set forth by the coach. Any student who falls short of the statistical requirements but has been a member of the team for a minimum of 3 years and has been a good teammate and leader may qualify at the discretion of the coach.

### **Girls Basketball**

Must have been on the team a minimum of two years has been a good teammate and completed community service.

### **Baseball**

Student must never be ejected from a game for any reason, participate in fundraising and/or community service, attend all games and practices (except those excused by coach) and must return all equipment. Exceptions must be excused by the coach prior to date.

## **Middle School Athletics**

### **Middle School Sports**

Boys Soccer	Girls Volleyball	Admission to middle school athletic events is \$3.00 for adults and \$2.00 for children K-12
Basketball	Boys Baseball	
Girls Soccer		

### **Middle School Eligibility Requirements**

Sixth grade students are eligible for Middle School Sports. A student entering the sixth grade is eligible for fall athletic teams upon entering the sixth grade.

Seventh and Eighth grade students must meet the following criteria:

Students must meet academic and attendance criteria. A student must be in attendance 85% of the school year from the following year to be eligible for the current year AND must have passed 4 of 6 subjects (English, math, social studies or science and one elective). Out of school suspensions are counted as absences for the purpose of athletic eligibility.

**Physicals**

To be eligible for practice and participation in interscholastic athletic contests, a player must receive a medical examination once every 365 days by a duly licensed physician, nurse practitioner or physician's assistant.

**Insurance**

Supplemental insurance coverage is provided for all athletes in a sports policy under the "All Sports" Insurance plan purchased by Piedmont Community Charter Schools. This sports policy is supplemental insurance and is not meant to pay 100% of the bill, but is designed to assist the parent with expenses incurred after the primary insurance has paid.

**Contact Lynn Stubblefield, Middle School Athletic Director, for additional information.**

**Sportsmanship**

Sportsmanship is extremely important, not only as an athlete and a coach, but as a spectator, too. It is the expectation of PCCS that all student athletes and spectators will exhibit good sportsmanship during and after any sporting events. Students and student athletes are subject to disciplinary action as a result of inappropriate behavior while attending or participating in athletic events.

## **High School Athletics**

Interscholastic athletics is an integral part of the total education process and thus plays a major role in the philosophy of Piedmont Community Charter Schools. Athletics provide an opportunity for students to excel outside the classroom.

Piedmont Community Charter Schools adheres to the rules and regulations of the North Carolina High School Athletic Association (NCHSAA) supplemented by state and local school policies which create an environment that promotes sportsmanship and strong educational priorities.

**Scholastic Requirements**

A student must be enrolled in a minimum of three courses during the current semester and be in good academic standing to participate in athletics. The student must pass a minimum academic load (3 out of 4) during the preceding semester to be eligible at any time during the current semester. Students also must meet local promotion standards set by the local school system to be eligible. A student entering the ninth grade is eligible for first semester competition on high school athletic teams.

**Attendance Rule**

An athlete must have attended school at least 85 percent (13.5 days) of the previous semester to be eligible to participate in athletics. Out of school suspensions are counted as absences for the purpose of athletic eligibility.

**Medical Examination**

To be eligible for practice and participation in interscholastic athletic contests, a player must receive a medical examination once every 365 days by a duly licensed physician, nurse practitioner or physician's assistant.

**Insurance**

Supplemental insurance coverage is provided for all athletes in a sports policy under the "All Sports" Insurance plan purchased by Piedmont Community Charter Schools. This sports policy is supplemental insurance and is not meant to pay 100% of the bill, but is designed to assist the parent with expenses incurred after the primary insurance has paid.

**Age of Player**

No student may be approved for any athletic contest if his/her 19th birthday comes on or before August 31 of that year.

**NCAA Division I Clearinghouse Information**

All high school students desiring to be eligible for Division I athletics as a college freshman must register with the NCAA Initial-Eligibility Clearinghouse. Information regarding academic requirements can be obtained from the guidance office.

The Clearinghouse Calculator is an easy way for students, parents, coaches, and counselors to track NCAA core courses. This can be catered to the individual college of your choice. This will allow students to know the academic standards of their desired school. It also provides email information to athletes and their parents regarding recruitment calendars, financial aid, and other information. To set up an account go to [www.clearinghousecalculator.org](http://www.clearinghousecalculator.org) and use the following codes in the New Member Account Creation box.

School ID: 341444

**North Carolina High School Athletic Association Attendance Requirements**

- (a) "A player must have been in attendance for at least 85 percent of the previous semester at an approved high school. Any student must be in membership to be able to make up days missed while in membership (days missed while not in membership may not be

made up for athletic eligibility). For a regular 90 day semester, a student may not miss more than 13.5 days and be in compliance with the 85 percent rule.

- (b) A student must, at the time of any game in which he or she participates, be a regularly enrolled member of the school's student body, according to local policy. If there is no local policy, 'regularly enrolled' is defined as enrolled for at least one half of the 'minimum load.' It is recommended the student be in school day of the contest.
- (c) The student must be enrolled within the first 15 days and in regular attendance for the present semester to be eligible for athletics. A student whose family has moved into a district shall immediately assume the same status in the new district as that from which he moved. Summer school attendance shall not be counted in determining percentage of attendance for athletic eligibility, but approved homebound programs do fulfill the Attendance requirement.
- (d) At the end of the semester, any participant who has failed to attend school 85 percent of that semester is immediately ineligible."

(Quoted from page 115 of the North Carolina High School Athletic Association Handbook, 2010-2011 Edition)

### **Sportsmanship**

Sportsmanship is extremely important, not only as an athlete and a coach, but as a spectator, too. It is the expectation of PCCS that all student athletes and spectators will exhibit good sportsmanship during and after any sporting events. Students and student athletes are subject to disciplinary action as a result of inappropriate behavior while attending or participating in athletic events.

### **Sports Offered**

Soccer (men's and women's)	Admission to high school athletic events is \$5.00 for K-Adult.
Basketball (men's and women's)	
Women's volleyball	
Baseball	Conference and play-off admission is \$6.00 for K-Adult.
Softball	
Cheerleading	
Cross Country (men's and women's)	

**Contact Dwayne Prioleau, High School Athletic Director or Lynn Stubblefield, Assistant high School Athletic Director, for additional information.**

### **Clubs/Organizations**

Piedmont offers a variety of after school clubs and activities for students to explore additional interests beyond the classroom. Below are some of the opportunities available to students at each grade level -

#### **Middle School:**

Yearbook  
Bible Club  
Student Council  
Historical Society  
Junior Beta Club  
Chess Club

#### **High School:**

Sign Language  
Bible Club  
National Honor Society  
Student Council  
Dance Ensemble  
Prom and Special Events Committee  
Math Club  
Chess Club

\*\*Fencing is also offered at PCCS through a third party organization that requires a fee per lesson. More information will be available prior to the beginning of Fencing.

## **High School Course Descriptions**

### **English Courses**

High school English courses are designed and implemented in accordance with the standard course of study as defined by the North Carolina Department of Public Instruction.

#### **English I**

This course stresses expressive communication that involves exploring and sharing personal experiences and insights. The study of literature at this level provides foundation for literary analysis. Students develop an understanding of literary concepts, elements, genres and terms.

#### **English I Honors**

This course stresses expressive communication that involves exploring and sharing personal experiences and insights. The study of literature at this level provides foundation for literary analysis. Students develop an understanding of literary concepts, elements, genres and terms.

#### **English II**

This course stresses informational/explanatory communication, which involves giving information to explain ideas to others. Students study classical and contemporary world literature with emphasis on the writing process.

#### **English II Honors**

This course stresses informational/explanatory communication, which involves giving information to explain ideas to others. Students study classical and contemporary world literature with emphasis on the writing process.

#### **English III**

This course stresses critical communication, which involves interpreting, proposing, evaluating, and judging subjects and literary works. Students study U.S. literature, including including how it reflects the culture and history of our nation as well as themes, ideas and movements.

#### **English III Honors**

This course stresses critical communication, which involves interpreting, proposing, evaluating, and judging subjects and literary works. Students study U.S. literature, including including how it reflects the culture and history of our nation as well as themes, ideas and movements.

### **AP English III**

This is a college level course designed by the College Board which focuses primarily on writing critical and analytical essays in various modes. Challenging literary works, specifically prose, are studies for language, syntax, style, point of view, rhetoric and other effective elements of writing. Works may be considered in relationship to contemporary experience as well as the time in which they were written. Extensive reading, combined with group and independent research, necessitates serious commitment from each student that may include required readings and assignments be completed prior to the beginning the course. Specifics are available on the College Board website - [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com).

### **English IV**

This course stresses argumentative communication that involves defining issues and proposing reasonable solutions. Students study British literature, including how the literature of Great Britain has influenced the literature of the United States.

### **English IV Honors**

This course stresses argumentative communication that involves defining issues and proposing reasonable solutions. Students study British literature, including how the literature of Great Britain has influenced the literature of the United States.

### **AP English IV- Literature and Composition**

This is a college level course designed by the College Board with an extensive required reading list which focuses primarily on critical reading and analysis of literature as well as frequent written compositions relating to literary topics. Reading selections cover a vast area of genres and periods. Due to the challenge and rigor of this course, students may be asked to complete various readings and assignments prior to the beginning of the course. Challenging works of recognized literary merit, rich in language and thought, are carefully scrutinized for structure, meaning and value. Other elements to be considered are language, character action and themes. Specifics are available on the College Board website - [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com).

### **Mythology**

This course of study will focus on world myths from ancient cultures with emphasis on Greece and Rome. Students will study archetypes and patterns, compare myths across cultures, and analyze interpretations.

### **Research Methods**

Students will examine fiction and nonfiction texts centered around myths, legends, and unsolved mysteries that have contributed to the genre of American Folklore. While doing this, the primary goal is to learn to evaluate sources for credibility and relevance, integrate information from those

sources to support a research driven paper, project, or presentation, and cite the sources using both MLA and APA formats. Students will learn how to blend research driven writing with other genres to add flavor and interest to their work. Because much of the folklore genre consists of oral tradition, urban legend, and superstition, students will learn how to view a source with a critical eye. By the course's end, students will have developed a stronger grasp on how to write an interesting paper with valid, supported claims that incorporates the formatting methods most widely accepted by colleges across the country.

### **Creative Writing**

Students who love to write will be excited about the format of this course which focuses on a variety of genres: poetry, short fiction, playwriting, and scriptwriting for radio and television.

### **Yearbook**

Designing layouts, writing copy, taking pictures, meeting deadlines, but most of all, portraying your school life are all part of preparing a yearbook. Experience and/or talent in areas of creative writing, artistic expression, photography and a willingness to work are essential in making a good staff member.

### **Math Courses**

High school math courses are designed and implemented in accordance with the standard course of study as defined by the North Carolina Department of Public Instruction.

### **Foundations of Math I**

Foundations of Math I provides students a more in-depth study of introductory mathematics skills, and builds a solid foundation in algebraic reasoning. This course is designed to prepare students to advance successfully into the Math I course.

### **Math I**

The purpose of the Math I course is to formalize and extend mathematics that students learned in the middle grades. The course deepens and extends understanding of the linear relationships, by contrasting them with exponential and quadratic phenomena, and by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. Progressing from geometric experiences in the middle grades, students explore more complex geometric situations and deepen their understanding of geometric relationships, moving toward formal mathematical arguments. The standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.



## **Foundations of Math II**

Math II Foundations will require the use of Algebra 2 textbook by Glencoe Mathematics along with additional resources.

The topics for Math II Foundations will include the following:

Algebra- Solving Equations and Inequalities, Linear Relations & Functions, System of Equations and Inequalities, Polynomials, Rational Expressions & Equations, Logarithmic Relations

## **Math II**

In Math I, students studied, in depth, the defining characteristics and behaviors of linear, quadratic, and exponential functions in the context of modeling real-world and mathematical problems. The Math II course continues a progression of the standards to make connections across theme and deepen student understanding of number and quantity, algebraic reasoning, using functions to model situations, geometric relationships, and statistics and probability. In addition to these thematic strands, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences, and justifying conclusions. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.

## **Math II Honors**

This is an accelerated course which covers the basic course of study for Math II, in greater depth and with extended content. In addition to the conceptual requirements of the basic Math II course, students will engage in investigative problem solving to explore mathematical concepts and deepen their understanding of how mathematics relates to the world around them. The Math II Honors course is a rigorous course designed to challenge student thinking and build critical thinking skills to encourage creative problem solving in novel situations.

## **Math III**

The Math III course builds on a student's prior experience with linear, quadratic, and exponential functions from the Math I and Math II courses. The progression of the standards across the three high school math courses culminates in the Math III course, allowing students to experience the interconnected nature of mathematical concepts by relating new concepts to be learned back to the students' prior understandings from previous course work. Students in Math III will use their foundational understanding of number, algebra, functions, geometry, and statistics to deepen their understanding of advanced mathematical concepts. The Math III course includes: radical expressions and equations; complex numbers; polynomial expressions, equations, and functions (quadratic, exponential, logarithmic, rational, radical, inverse, trigonometric identities, and conic sections); geometric proofs (lines and angles, properties of triangles, triangle similarity, parallelograms); analyzing statistical reports and data sets modeled with normal distributions; and apply probability concepts to make fair decisions. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience

mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Math III Honors**

This is an accelerated course which covers the basic course of study for Math III, in greater depth and with extended content. In addition to the conceptual requirements of the basic Math III course, students will engage in investigative problem solving to explore mathematical concepts and deepen their understanding of how mathematics relates to the world around them. The Math III course is a rigorous designed to challenge student thinking and build critical thinking skills to encourage creative problem solving in novel situations.

### **Essentials of College Mathematics**

The Essentials of College Mathematics course is designed to give an alternative option to the traditional fourth math course requirement at the high school level. This course focuses on the key mathematical concepts needed for students to be ready to undertake post-secondary academic coursework, or career-specific technical training. The course addresses standards throughout high school and even earlier, including algebraic reasoning, geometric modeling, and statistical analysis. While this course covers the basics in math practices and reviews the procedural steps needed to be successful in math. The course counts as one (1) of the four math credits required for students to graduate from high school, and meets general admission requirements for the UNC-based higher education institutions.

### **Advanced Functions and Modeling**

#### **Prerequisite(s): Successful completion of Math I, Math II and Math III**

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Homework, recreation, consumer issues, public policy and scientific investigations are just a few of the areas from which applications should originate. The following competency goals are included: analyze data and apply probability concepts to solve problems.

### **Pre-Calculus Honors**

#### **Prerequisite(s): Successful completion of Math III Honors or teacher/counselor placement**

Pre-Calculus provides students an honor-level study of trigonometry, advanced functions, analytic geometry and data analysis in preparation for calculus. Applications and modeling are included throughout the course of study. This course is a prerequisite for AP Calculus AB. Pre-calculus includes the following competency goals: describe geometric figures in the coordinate plane algebraically and use relations and functions to solve problems. This course counts as one of four math credits required for graduation, and awards an extra quality point for the final course grade received to be factored into students' overall weighted GPA.

### **AP Calculus AB**

#### **Prerequisite(s): Successful completion of Pre-Calculus Honors with a C average or better.**

Advanced Placement Calculus is a college-level course designed by the College Board to develop the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and

integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical and verbal expression of concepts, results and problems. It is expected this college level course will require greater amounts of time and effort on the part of the student. Specifics available at [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com). This course counts as one of four math credits required for graduation, and awards two (2) extra quality points for the final course grade received to be factored into students' overall weighted GPA.

### **Science Courses**

High school science courses are designed and implemented in accordance with the standard course of study by the North Carolina Department of Public Instruction.

### **Earth/Environmental Science**

The earth/environmental science curriculum focuses on the function of the earth's systems. Emphasis is placed on earth in the universe; global climate; structure and processes that occur in the lithosphere, hydrosphere, and atmosphere; human impact on the biosphere, and sustainability. This course or the honors level course are required by the state for graduation.

### **Earth/Environmental Science Honors**

The earth/environmental science curriculum focuses on the function of the earth's systems. Emphasis is placed on earth in the universe; global climate; structure and processes that occur in the lithosphere, hydrosphere, and atmosphere; human impact on the biosphere, and sustainability. This course or the honors level course are required by the state for graduation. This course covers the earth/environment curriculum in greater depth.

### **Physical Science**

The physical science curriculum covers the following topics: motion (speed, velocity, acceleration, momentum); relationship between forces and motion; matter, chemical bonding and chemical interactions; radiation and radioactivity; waves; energy conservation and transfer, and electricity and magnetism. This course meets the state graduation requirement in physical science.

### **Biology**

The Biology curriculum covers life science topics. Emphasis is on cellular structure and function; cell processes, interdependence of organisms within their environments (cycles, adaptations, relationships, limiting factors); impact of human activities on the environment; structure and function of DNA; genetic traits and expression; application of DNA technology; theory of evolution by natural selection; classification systems; biological molecules; and biochemical processes. Completion of this course (or the honors level course) with a passing grade or higher final grade and the state mandated Biology EOC with a Level III or higher satisfies the Biology graduation requirement.

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### **Anatomy and Physiology Honors**

#### **Prerequisite(s): Biology**

This course serves as an elective course and is an advanced detailed study of the structure and function of the human body systems. Appropriate laboratory exercises accompany the curriculum to provide students relevant application opportunities.

### **Chemistry**

#### **Prerequisite(s): Biology and Math I**

Chemistry focuses on topics associated with chemical reactions and energy. Emphasis is on atomic structure; bonding; physical and chemical properties and changes; the Periodic Table; the relationship between pressure, temperature, and volume and phase; analysis of chemical reactions; rate of reaction; chemical equilibrium; and solutions. This course (or the honors level version) satisfies the state graduation requirement for physical science.

### **Chemistry Honors**

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### **Social Studies Courses**

High school social studies courses are designed and implemented in accordance with the standard course of study as defined by the North Carolina Department of Public Instruction.

### **World History**

This course is a survey of world history from ancient civilization through the twentieth century. Global studies are incorporated throughout the year through a continuous update of current events. World History is a required course for graduation and should be taken in the ninth grade.

### **World History Honors**

This course is a survey of world history from ancient civilization through the twentieth century. Global studies are incorporated throughout the year through a continuous update of current events, which the accelerated student will find both challenging and enlightening. Themes, connections and world history as a process are stressed. The pace is accelerated to achieve course objectives on one academic semester, and requires much independent study and primary source readings. This course satisfies the World history graduation requirement and should be taken in the ninth grade.

### **Civics/Economics**

This course emphasizes local, state and national government, citizenship, basic economics, and personal financial literacy. Community resources are used to help teach selected topics. Civics/Economics provides a foundation for American History I and II. This is a state required course for graduation.

### **Civics/Economics Honors**

Students study local, state, and national government and politics, law and justice, economics, and personal financial literacy. Case studies, problem solving, current issues, technology, primary sources and community resources are used to broaden the understanding of government, law, and economics. Civics/Economics provides a foundation for American History I and II. This is a state required course for graduation.

### **American History I: The Founding Principles**

#### **Prerequisite(s): Civics/Economics**

American History I: The Founding Principles begins with the explosion of the New World through Reconstruction. This course acquaints students with the political, economic, and social forces that shaped events in our nation's history and helps students to understand present-day American interests and concerns. This is a state required course for graduation.

### **American History I: The Founding Principles Honors**

#### **Prerequisite(s): Civics/Economics Honors**

This course begins with the European exploration of the New World through Reconstruction. Students examine historical movements and events and develop a sense of history. Analysis and interpretation are integral parts of the expectations of the course. Students study primary source readings and are introduced to document-based questions with specific writing assignments. This is a state required course for graduation.

### **American History II**

#### **Prerequisite(s): American History I**

American History II focuses on the late 19th century time period through the early 21st century. Students examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present time. Students develop an understanding of the cause-and -effect relationship between past and present events, recognize patterns of interaction,

and understand the impact of events on the United States in an interconnected world. This is a state required course for graduation.

### **American History II Honors**

#### **Prerequisite(s): American History I Honors**

This course focuses on the late 19th century time period through the early 21st century. Students examine historical movements and events and develop a sense of history. Analysis and interpretation are integral parts of the expectations of the course. Students study primary source readings and are introduced to document-based questions with specific writing assignments. This is a state required course for graduation.

### **AP US History**

#### **Prerequisite(s): Recommend grade average of 90 or higher in Civics.**

This is a college level course in U.S. History and is based on the Advanced Placement curriculum designed by the College Board. The course is designed to provide students with the analytical and factual knowledge necessary to deal critically with problems and material in U.S. History. Students will learn to assess historical materials - their relevance to a given interpretive problem, reliability and importance - and to weigh evidence and interpretations presented in historical scholarship. Specific course details are available from the College Board at - [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

### **Military History**

This course is comprehensive a comprehensive look at significant military conflicts throughout world history. Beginning with The Art of War by Sun Tzu and using that strategical work to dissect and study, this class seeks to understand why war is necessary and how battles can be won and/or lost. A significant focus is placed on United States Military History.

### **AP Psychology**

This is a college level course in Psychology and is based on the advanced placement curriculum designed by the College Board. The course is designed to introduce students to the systematic and scientific study of the behavior and the mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about ethics and methods psychologists use in their science and practice. Specific course details are available from the College Board website- [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

### **Health/Physical Education**

This course is required by the state of North Carolina for high school graduation and must include instruction in both health and physical education.

## **Foreign Languages**

### **Spanish I**

Spanish I introduces students to the basic communication skills of speaking, listening, reading, and writing with emphasis on speaking and listening. Students study extensive grammar, vocabulary and culture.

### **Spanish II**

#### **Prerequisite(s): Spanish I**

The goal of Spanish II is to help further develop the ability to understand and use both the spoken and written forms of Spanish. The study of grammar, which began in Spanish I, emphasizes verbs, verb tenses, pronouns and vocabulary as a means of learning to communicate better. Students use Spanish in class for conversations and discussions. They also learn about customs and daily life.

### **Spanish III Honors**

#### **Prerequisite(s): Spanish II**

Students continue developing skills learned during the first two years of the language with the addition of advanced grammar and vocabulary to improve their ability to communicate orally and in writing. Emphasis is placed on reading as a means of learning more about the history and culture of the countries where the language is spoken.

### **French I**

French I introduces students to the basic communication skills of speaking, listening, reading and writing with emphasis on speaking and listening. Students study extensive grammar, vocabulary and culture.

### **French II**

#### **Prerequisite(s): French I**

The goal of French II is to help the student further develop abilities to understand and use both the spoken and written forms of French. The study of grammar, which began in French I, emphasizes verbs, verb tenses, pronouns and vocabulary as a means of learning to communicate better. Students use French in class for conversations and discussions. They also learn more about French customs and daily life.

## **Visual Arts Courses**

### **Visual Beginning**

*An introductory course for any grade level...*

Students will develop an understanding of the elements and principles of design and how they are used in artwork. Various media and techniques will be explored while also

developing each individual's strengths and creative problem solving skills. While learning the techniques, students will also understand the historical and cultural styles of visual arts. Students will develop an appreciation for the arts while learning to critique their own work as well as their peers'.

### **Visual Arts Intermediate**

Students will use their knowledge of the elements and principles of design with a continuation of how these are used in visual arts. Students will demonstrate their ability to communicate, analyze and practice their knowledge of the art media and techniques as well as developing their strengths and creative problem solving. Focus will become more about the creativity and critical thinking of the artwork. While using art vocabulary and relating to art history, students will show their appreciation and develop professional critiques of artwork.

### **Visual Art Advanced**

***Recommended prerequisite: After completing Visual Arts I and II, student should maintain no lower than a B average in both.***

This advanced level course demands a higher level of study of art and focuses on originality, craft and aesthetics. The course requires students to create finished work, creating a portfolio or sketchbook/journal. Students specialize in two-dimensional activity and participate in painting, pottery, graphics design, and print-making. Self-reliance and independent work are emphasized. The course also focuses on art history. (Students who complete the course receive weighted (honors) credit.)

### **Visual Art Proficient**

***Recommended prerequisite: After completing Visual Arts I and II, student should maintain no lower than a B average in both.***

This course involves in-depth knowledge and development of art processes, media and history. Students should demonstrate greater mastery of skills and processes with emphasis on sketchbook/journal and portfolio development. Students are expected to initiate learning and demonstrate leadership and expertise in art. (Students who complete the course receive weighted (honors) credit. A portfolio is required.)

### **Painting**

***Recommended Prerequisite: Student should have completed and passed Visual Arts I.***

Students will explore and experience a variety of painting techniques, media, and historical approaches to art. Different styles will be explored throughout the course while applying



the elements and principles to all paintings and emphasizing the importance of composition. Color Theory will be discussed and students will develop an understanding of mixing colors using acrylic paint. Paintings will be done in watercolor and acrylic paint and subject matter will come from observation, photographs and imagination. Students will develop an appreciation of painting and will understand and practice the importance of maintaining the materials used in the painting class. Approximately, 12- 14 paintings will be done throughout the semester.

### **Ceramics**

*Recommended Prerequisite: Student should have completed and passed Visual Arts I.*

Students will develop an understanding of vocabulary and clay techniques used in hand built pottery and sculpture. Elements of design such as texture, shape and form will be discussed and will be applied in all clay pieces. Students will learn the process of hand building as well as the glazing, firing and use of kiln. They will gain knowledge of historical movements and the use of pottery as an art form and will discover the functional and decorative uses of pottery. Students will show an appreciation of the ceramics art form and will be able to write and critique their work as well as their peers' work.

### **Graphic Design**

This is a survey course, exploring the definition of graphic design and the many applications and careers which fall into this category. Students will explore typography and lettering; learn to design logos, business stationery, and advertisements; and create page layouts for publication.

### **Photography**

This class explores digital photography. Students will learn the history and social impact of photography, its different functions and uses, how to create great photographic composition, and digital enhancement and manipulation of photographs. School-provided cameras are available for students to use during class.

## **Theatre Arts Courses**

### **Theatre Arts Beginning - Intermediate**

Theatre Arts is a wonderful journey into acting, character work, writing, research and design. Students will be writing weekly, memorizing scene work and taking tests. Each student will keep a portfolio or notebook with their scenes and work. Advanced level theatre students will be directing scenes as well. Plays will be read, scenes performed and sets designed. Students will also be working on competition for NCTC and college auditions.

### **Theatre Advanced**

This is a performance-based course and students are continually involved in the production of teacher and student-directed performances. Students apply their knowledge of theater history, acting techniques, skills and processes, and technical theater. Students must be dedicated and serious-minded. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.)

### **Theatre Arts Proficient**

This is a performance-based and service-oriented course. Students responsibly coordinate school and community theater activities in addition to competition performances. All aspects of previous theater arts experience are utilized to the fullest. Students are required to initiate learning and accomplishment and demonstrate leadership and expertise in theater arts. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.)

## **Band Courses**

### **Band Beginning - Intermediate**

This class is a performance-based ensemble. Students are required to participate in 6 public performances. A Winter Concert, a Spring Concert, and a graduation performance. The SCDBA MPA Festival, a pre-festival concert and the Carowinds Festival of Music. Students will participate in 2 fundraisers and have the option to participate in the SCDBA All-District tryouts and the Winthrop Invitational Band Clinic. Students are required to take their instruments home on a daily basis with a minimum of 30 minutes daily practice expected.

### **Band Advanced**

This course extends the goals and objectives of Band I and II as a foundation for advanced proficiency in band performance, conducting, listening, appreciation, history, composing, the use of current technology and research culminating in written reports. Students will play instrumental literature at Levels IV-V, which requires well-developed technical skills, attention to phrasing, interpretive skills, and the ability to perform in various meters and rhythms in different keys. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.) Attendance at all competitions and concerts is required.

### **Band Proficient**

This course extends the goals and objectives of Band III as a foundation for advanced proficiency in band performance, conducting, listening, appreciation, history, composing, the use of current technology and research culminating in written reports. Students will play instrumental literature at Levels V-VI, which requires advanced technical and interpretive skills, the ability to perform in various and unusual meters and keys, complex rhythms and subtle dynamics. (Students who

complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.) Attendance at all competitions and concerts is required.

## **Dance Courses**

### **Dance Beginning - Intermediate**

Dance at PCCS is an academic subject. Aside from learning actual dance movements and skills, students will also receive an education in choreography, dance criticism, dance history, and anatomy. Students will use dance to study a variety of topics from other subject areas including language arts, science, music, and social studies. Of course students will dance... but they will also write about dance, think about dance, and create their own dance with artistic purpose and meaning. Field trips and in-class guest instructors and speakers round out a full dance education and experience for all students. Students who have previous or current experience in dance classes at a dance studio will find that dance at PCCS is a very different experience. When students take advantage of the distinct opportunities to focus on technique taught in the studio and the artistic skills taught at PCCS, they can become incredibly knowledgeable, well-rounded dance artists who are fully capable of great success in collegiate dance programs and professional dance companies. Dance classes at PCCS and in dance studios are not in competition with one another, but rather are complementary of each other.

### **Dance Advanced**

This course concentrates on dance as a creative art form and on advanced technique building, Creation of dance choreography and the study of dance history. Students have the opportunity to devote time to the formal study of dance, build a strong technique base and develop strength, flexibility and endurance. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.)

### **Dance Proficient**

This course concentrates on building technique, refining skills in choreography and performance, and studying the development of dance during the 20th century and in the contemporary era. Students explore the purpose of dance, dance genres and style, artistic conflict and resolution, innovations, social issues, technological applications and significant contributors to dance. In addition to offering advanced training for those students who wish to focus on dance performance, this course provides a solid foundation for students to pursue the academic study of dance. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.)

## **Chorus Courses**

### **Chorus Beginning - Intermediate**

Students are able to read music and to sing at various levels of accomplishment. This is a performing arts class and students are expected to participate in concerts and competitions.

### **Chorus Advanced**

This course extends the goals and objectives of Chorus I and II as a foundation for advanced proficiencies in conducting, listening, music appreciation/history, composing, use of current technology, and research culminating in written reports. Students must show proficiency of major and minor scales, and are expected to excel at the highest level of musicianship. Students must attend and participate in performances and competitions. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.)

### **Chorus Proficient**

This course extends the goals and objectives of Chorus I,II and III as a foundation for the advanced proficiencies in conducting, listening, music appreciation/history, composing, use of current technology, and research culminating in written reports. Students must show proficiency of major and minor scales, and are expected to excel at the highest level of musicianship. Students must attend and participate in performances and competitions. (Students who complete the course receive weighted (honors) credit. A portfolio is kept as part of the course requirement.)

## **Guitar Courses**

### **Guitar Beginning**

**Prerequisite(s):** None

Students will learn mechanics of playing the guitar including proper posture, parts of the guitar, hand positioning, playing techniques, memorize the notes on the neck, and how to tune a guitar. Students will also learn basic major/minor chords and apply them to the songs learned in class.

### **Guitar Intermediate**

**Prerequisite(s):** Successful completion of Guitar I

Students will be introduced to reading guitar tablature, memorizing the notes on the neck (completed in Guitar I), learn more advanced chords, with a focus on fingerstyle.

### **Guitar Advanced - Proficient**

**Prerequisite(s):** Successful completion of Guitar I and II/III. Recommendation from guitar instructor.

This is a performance course with 1-2 possible recitals throughout the year. Students are expected to know the material studied in Guitar I and II. In this course, students will enhance their skills and will be introduced to classical guitar.

**\*\*\*Students should not advance in level if they haven't completed the previous level and they shouldn't repeat a level unless they failed.**