



***“Developing Thoughtful, Articulate Young Adults”***

## **The School Mission**

**Building upon the foundation of the Core Knowledge Sequence, Thomas Jefferson Classical Academy: A Challenge Foundation Academy partners with families to educate students in grades K-12 in the trivium of grammar, logic, and rhetoric, thus graduating thoughtful, articulate young adults who are prepared for college and for a lifetime of citizenship and active intellectual inquiry.**

**Course Catalog and Curriculum Guide  
2019-2020**

# Table of Contents

Mission.....	1
Educational Overview.....	3
Graduation Requirements.....	4
Course Descriptions & Prerequisites.....	5
The Trivium Department.....	5
The Fine Arts Department.....	7
The English Department.....	12
The History Department.....	15
The Math Department .....	18
The Science Department.....	20
The World Languages Department.....	23
The Health & Physical Education Department .....	26
Other Electives.....	27
Career & College Promise Enrichment Courses.....	28
Transfer Students and TJCA Graduation Requirements.....	31
North Carolina Virtual Public School AP Courses.....	32
Grading Scale.....	33

# The Educational Program at Thomas Jefferson

As a classical academy founded upon Dorothy Sayers' essay "The Lost Tools of Learning," Thomas Jefferson Classical Academy aims to educate and develop its students in the subjects and methods of the Trivium. All TJ students study Latin, Logic, and Rhetoric, and all of our classes are taught in accord with classical methods. Our students are challenged to master the grammar of all of their subjects, taught how to engage their learning with a systematic use of logic, and pushed to create and defend cogent and eloquent arguments at the rhetorical stage of learning. Our ultimate aim is to graduate "thoughtful, articulate young adults" who are "prepared for college and for a lifetime of citizenship and active intellectual inquiry."

Thomas Jefferson strives to provide a rigorous and meaningful curriculum for all of its students. Most of our high-school level courses are taught at the honors-level, and we offer a wide range of Advanced Placement courses. Thomas Jefferson also boasts many electives in the core subjects, as well as a rich variety of courses in the fine arts, in computer science, in world languages, and in health and wellness.

As students chart the course of their high school careers and make decisions about classes, they are strongly encouraged to challenge themselves while striving to maintain a well-rounded and balanced lifestyle. Students would be well advised to discuss thoroughly their prospective choices for classes with their parents, teachers, and the high-school guidance counselor. Also, rising juniors and rising seniors are encouraged to research the college admission requirements at the colleges and universities to which they plan to apply. In short, course registration should be taken very seriously, and decisions about courses should be made carefully and judiciously.

Please find enclosed in this course catalog a list of graduation requirements, course descriptions and prerequisites, TJ's GPA scale, TJ's policies on AP classes, and information on dual enrollment enrichment courses.

# Graduation Requirements

<b>Thomas Jefferson Classical Academy</b> <b>Minimum High School Graduation Requirements Grades 9-12</b>	
<b>Two (2) Credits of Latin</b>	<ol style="list-style-type: none"> <li>1. Latin I</li> <li>2. Latin II</li> </ol>
<b>One (1) Credit of Logic</b>	<i>*Usually taken in 11th grade</i>
<b>One (1) Credit of Rhetoric</b>	<i>*Taken in 12th grade</i>
<b>One (1) Credit of Art History</b>	<i>*Usually taken in 11th grade</i>
<b>Four (4) Credits of English</b>	<ol style="list-style-type: none"> <li>1. English I</li> <li>2. English II</li> <li>3. English III or AP English Language/Composition</li> <li>4. English IV or AP English Literature/Composition</li> </ol>
<b>One (1) Credit of a Foreign Language</b> <i>(This requirement is <u>in addition to the requirement for two Latin courses.</u>)</i>	Students may choose from Latin, French, Spanish, or German.
<b>Four (4) Credits of Science</b>	<ol style="list-style-type: none"> <li>1. Earth/Environmental*</li> <li>2. Biology</li> <li>3. Chemistry or Physical Science</li> <li>4. Fourth Science Credit of your choice</li> </ol> <p><i>*Students who complete Earth/Environmental Science during eighth grade at TJ may receive high school credit, but students are still required to complete four (4) science credits during their high school tenure.</i></p>
<b>Four (4) Credits of Social Studies/History</b>	<ol style="list-style-type: none"> <li>1. World History</li> <li>2. European History</li> <li>3. American History</li> <li>4. Civics and Economics</li> </ol>
<b>Four (4) Credits of Math</b>	<ol style="list-style-type: none"> <li>1. Math I</li> <li>2. Math II</li> <li>3. Math III</li> <li>4. Pre-Calculus</li> </ol> <p><i>*Students who complete any of the required math courses in middle school will receive that credit, but students are still required to complete four (4) math credits during their high school tenure.</i></p>
<b>One (1) Credit of Health/Physical Education</b>	
<b><i>The minimum number of required credits for graduation is twenty-three (23).</i></b>	

# Course Descriptions & Prerequisites

## The Trivium Department

**Latin I:** Latin I focuses on the basics of Latin syntax, vocabulary, and grammar. This course is designed in order for students to gain competency reading Latin with comprehension and understanding. Students are also able to compose and speak short sentences using the grammar and vocabulary in the course. This class also covers topics on mythology, history, and culture.

**Prerequisites:** None

**Latin II:** Latin II provides students with an intermediate-level knowledge of Latin grammar and syntax, develops students' translation skills, fosters students' appreciation of Latin literature (especially *The Aeneid*), and increases students' knowledge of Roman history.

**Prerequisite:** Latin I (passing grade).

**Honors Logic:** This course is designed to assist students in distinguishing sound reasoning and strong arguments from unsound reasoning and weak arguments, and giving them the skills to form well-reasoned arguments and beliefs. This course is not meant to teach students a set of facts, but a framework by which students may distinguish truth from falsity. To demonstrate to students that logic can apply to their lives and issues that they are likely concerned about, students will be challenged to apply logic to a number of ethical and political systems and dilemmas. Students will help select issues that they would like to debate throughout the year, but every year students can expect discussions on animal rights, abortion, relativism, and affirmative action.

**Prerequisites:** None (Junior-Level Course)

**Rhetoric:** Senior Rhetoric combines the theoretical study of rhetoric with its practical application. Theoretical concepts help make us more aware of what we're doing in spoken and written assignments. We will study theories of persuasion from classical theorists such as Protagoras, Gorgias, Plato, and Aristotle. Students apply those theories by studying the written and spoken works of others and completing their own written and spoken assignments. Through practice in rhetorical analysis of advanced material, with an emphasis on primary texts, students will become more insightful and adept readers. Students will learn to consider the three modes of persuasion described by Aristotle as they analyze the works of others and create material of their own. They will learn to consider the roles of audience and speaker as they progress in understanding others and expressing themselves clearly. The key work of the course will be the completion and presentation of the senior thesis. Students will explore a subject chosen by themselves and arising from their own interests. The senior thesis allows students to research in depth and detail a topic that is meaningful to them on their way to becoming thoughtful, articulate young adults.

**Prerequisites:** None (Senior-Level Course)

## **Trivium Electives:**

**Honors Latin III and Honors Latin IV:** Honors Latin III and Honors Latin IV may be taken as regular classes (they are currently taught simultaneously with a two-year cycle of readings) or as an independent study before school. Honors Latin III and Honors Latin IV provide students with a more advanced knowledge of Latin grammar and syntax, continue to develop students' translation skills with Cicero, Ovid, and other authors, and foster students' appreciation of Latin literature and knowledge of Roman history. Honors Latin III is highly recommended for students who plan to apply to colleges with competitive admissions practices; likewise, Honors Latin IV or AP Latin is recommended for those applying to highly selective colleges, as well as for those with a special interest in Latin.

**Prerequisites for Honors Latin III:** Latin II (passing grade)

**Prerequisites for Honors Latin IV:** Honors Latin III (passing grade)

**AP Latin:** AP Latin focuses on students' comprehension and analysis of two major Latin texts, *De Bello Gallico* and *The Aeneid*, in preparation for the AP Exam in May. Students should already have strong grammatical background from previous Latin courses and now focus on analysis and comprehension.

**Prerequisites:** Grade of 90 or higher in Honors Latin III. Application required.

**Honors Philosophy:** The questions, ideas, and arguments of western philosophy have influenced paupers and princes, citizens and slaves, believers and atheists, leaders and tyrants, and anyone else with the sense to examine their beliefs, actions, and even their very being on this side of the planet. Indeed, who we are, what we believe, and the actions we take have an effect on the world around us. As such, it is a moral responsibility to ask questions concerning the realities of these things so that we might live in accordance with what is just, or, at the very least, what is in line with our nature. It is the goal of this course to invite students to wrestle with the questions that Western philosophy has struggled with for centuries. In doing so, students will sharpen their intellectual ability, and, more importantly, examine their own lives, beliefs, and actions. Using the trial and death of Socrates as a guide, students will study metaphysics, ethics, political philosophy, and human nature. Anyone interested in the question of God's existence, meaning, morality, government, and humanity would do well to take this course.

**Prerequisites:** None (Sophomore - Senior Level Course)

**Classical Greek:** Classical Greek covers the alphabet, basic conjugations and declensions and other elements of grammar for the purpose of being able to translate simple, short, classical and Biblical texts. The course also explores history, culture, and mythology.

**Prerequisites:** None (Sophomore - Senior Level Course)

## The Fine Arts Department

**European Art History:** This course is a chronological introduction of Western art from the Prehistoric era to the present. The course combines historical techniques and procedures with an emphasis on the role played by the artist, the work of art, and its context. Works of art will be interpreted based on its intended use, its audience and its role in culture. This course encourages students to become well versed in the visual arts, its language, and the role art plays in society. Three hands-on activities are utilized to enhance the students' understanding of the impact of various important artistic discoveries: perspective drawing, oil painting, and Cubism (Theory of Relativity).  
**Prerequisites:** None. (Junior-Senior Level Course)

### Fine Arts Electives:

**AP Studio Art - 2D Design (Photography):** This course is for highly motivated students committed to the development and mastery of ideas from conception to execution. This course is for the student who is ready for a **college-level** art experience. The course is designed to promote an ongoing investigation in the visual arts as outlined in the AP Studio Art Course Description. Students will submit their portfolio for evaluation by AP examiners. **Any student not submitting a portfolio for evaluation by AP examiners will not qualify for AP credit.**

Students are expected to develop self-discipline, critical judgment, technical skill, and personal insight. The student will develop a body of work based on a plan of action, which demonstrates the relationship between studio work and personal investigations while at the same time demonstrating an understanding of the elements of art (line shape, color, texture space) and the principles of design (unity, variety, movement, balance and emphasis). Students will employ individual and group critiques to analyze formal, technical and aesthetic qualities of their work and the art of their peers. Students will meet as a group regularly to critique their work (in progress and in the finished state) and the work of their peers by providing positive feedback and offering suggestions for improvement.

**Prerequisites:** (Sophomore - Senior Level Course; Seniors have priority.)

**AP Studio Art - Drawing:** This course is for highly motivated students committed to the development and mastery of ideas from conception to execution. This course is for the student who is ready for a **college-level** art experience. The course is designed to promote an ongoing investigation of drawing techniques as outlined in the AP Studio Art Course Description. Students will submit their portfolio for evaluation by AP examiners. **Any student not submitting a portfolio for evaluation by AP examiners will not qualify for AP credit.**

Students are expected to develop self-discipline, critical judgment, technical skill, and personal insight. The student will develop a body of work based on a plan of action, which demonstrates the relationship between studio work and personal investigations while at the same time demonstrating an understanding of the elements of art (line shape, color, texture space) and the principles of design (unity, variety, movement, balance and emphasis). Students will employ individual and group critiques to analyze formal, technical and aesthetic qualities of their work and the art of their peers. Students will meet as a group regularly to critique their work (in progress and in the finished state) and the work of their peers by providing positive feedback and offering suggestions for improvement. Students will meet

individually with the instructor to critique their work and assess their progress and the development of their ideas at various times throughout the year.

**Prerequisites:** (Sophomore - Senior Level Course; Seniors have priority.)

**Oil Painting:** Students will learn basic oil painting techniques and theories through practice and demonstrations. Students will produce various paintings throughout the year ranging from landscapes to still life.

**Prerequisite:** (Sophomore - Senior Level Course; Seniors have priority.)

**Visual Arts I:** The course is designed to provide a foundation for advanced visual arts courses. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety processes and materials (drawing, painting, printmaking, and digital art).

**Prerequisites:** (Sophomore-Level Course)

**Guitar:** Emphasis in guitar class is placed on understanding the concepts and techniques behind different guitar styles including fingerstyle, rock, jazz, blues, classical, Latin, improvisation. Students will play and perform as an ensemble in school and community concerts. More advanced students will have solo performance opportunities.

**Prerequisites:** Prior experience playing guitar is required.

**Honors Guitar:** Honors guitar students are expected to perform as soloists and attain a high level of technical and musical achievement.

**Prerequisites:** Students must have taken guitar as an elective class for two years before enrolling in Honors Guitar and must have the permission of the guitar instructor.

**Orchestra I:** Orchestra I focuses on the intermediate playing of a classical stringed instrument. These instruments include violin, viola, cello, and double bass. Students will play and perform as an ensemble for the school and for the community. Extraordinary students will have the chance for solo performance.

**Prerequisites:** Must have taken an Orchestra class during middle school years or have received private lessons previously. Exceptions may apply.

**Orchestra II:** Orchestra II focuses on the intermediate playing of a classical stringed instrument. These instruments include violin, viola, cello, and double bass. Students will play and perform as an ensemble for the school and for the community. Extraordinary students will have the chance for solo performance.

**Prerequisites:** Orchestra I

**Orchestra III:** Orchestra III focuses on the intermediate playing of a classical stringed instrument. These instruments include violin, viola, cello, and double bass. Students will play and perform as an ensemble for the school and for the community. Extraordinary students will have the chance for solo performance.

**Prerequisites:** Orchestra II

**Orchestra IV:** Orchestra IV focuses on the intermediate playing of a classical stringed instrument. These instruments include violin, viola, cello, and double bass. Students will play and perform as an ensemble for the school and for the community. Extraordinary students will have the chance for solo performance.

**Prerequisites:** Orchestra III

**Honors Orchestra III:** Honors Orchestra III students are expected to perform above and beyond the Intermediate class with opportunities for solos and improvisation. Playing tests for the application of section leader will be had frequently. Section leaders in Advanced Honors Orchestra will need to show leadership skills as the leader of their section.

**Prerequisites:** Orchestra II

**Honors Orchestra IV:** Honors Orchestra IV students are expected to perform above and beyond the Intermediate class with opportunities for solos and improvisation. Playing tests for the application of section leader will be had frequently. Section leaders in Advanced Honors Orchestra will need to show leadership skills as the leader of their section.

**Prerequisites:** Orchestra III or Honors Orchestra III

**Theatre I:** Students will be largely working in production, but will also be expected to memorize short scenes and/or monologues. Students will conduct extensive research for the program, and present this research in formal papers and projects. This course will serve as an introduction to theatre for students who have never taken theatre classes before.

**Prerequisites:** (Freshman - Senior Level Course)

**Theatre II:** Students will be largely working in production, but will also be expected to memorize short scenes and/or monologues. Theatre II students are considered to be at an intermediate skill level in theatre arts, and as such are expected to take on leadership roles within the productions and within the program itself.

**Prerequisites:** Theatre I (Students with previous Theatre experience/courses may take the course with instructor approval.)

**Theatre III:** Students will be largely working in production, but will also be expected to memorize scenes and monologues, design costuming and props, and take part in events put on by the department. Theatre III students are considered to be at an advanced skill level in theatre arts, and as such are expected to help with steering decisions within the program itself, and participate in our outside productions as needed.

**Prerequisites:** Theatre II (Students with sufficient Theatre experience/courses may take the course with instructor approval)

**Theatre IV:** Students will be largely working in production, but will also be expected to memorize scenes and monologues, design costuming and props, and take part in events put on by the department. Theatre IV students are considered to be at the most advanced skill level in our program, and as such are expected to be leaders in the department, take on directorial roles in the program's productions as needed, and help with steering decisions within the program itself.

**Prerequisites:** Theatre III

**Honors Theatre III:** Course expectations are the same as Theatre IV above, but with the added requirement that students will assemble a professional portfolio of their theatre work. This portfolio will be evaluated at the end of the year as a final. Portfolio must highlight performance and technical expertise.

**Prerequisites:** Theatre II and Instructor approval

**Honors Theatre IV:** Course expectations are the same as Theatre III above, but with the added requirement that students will assemble a professional portfolio of their theatre work. This portfolio will be evaluated at the end of the year as a final. Portfolio must highlight performance and technical expertise. Also, students in Honors Theater IV are required to serve as directors in each production, and will be graded on their effort, skill, and final product in the shows.

**Prerequisites:** Theatre III and Instructor approval

**Chorus I, II, III, IV:** Students in chorus will learn the elements of music and musical techniques and apply them to singing music with accuracy and expression. Students in chorus will learn to use proper breathing techniques and posture to develop a characteristic tone and consistent pitch. Students will learn to interpret expressive elements including dynamics, timbre, blending, accents, phrasing, and interpretation, while singing a wide variety of music with technical accuracy. Students will learn standard musical notation, key signatures, and time signatures. Students will learn to work together and sing as an ensemble, with opportunities for solos. Students are required to sing audibly and participate with enthusiasm. Chorus students are required to participate in two concerts per year, including an evening Christmas Concert and Spring Concert. Chorus students are also given opportunities to participate in optional events including nursing home performances, chorus competitions, and community events.

**Prerequisites:** Audition.

**Honors Chorus III, IV:** In addition to the requirements of Chorus III and IV, honors-level students will also develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument; sing with increased technical accuracy and expression; refine sight reading and ear training skills; sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences, apply reading and notating skills, develop an understanding of vocal literature in relationship to history, culture, and other content areas. Students in Honors Chorus are required to do a final project, which includes researching a song in great detail and performing the piece as a solo with understanding and expression. Students in Honors Chorus must also participate in the acapella ensemble. This course requires a great deal of practice outside of class to master the repertoire.

**Prerequisites:** Chorus I and II, audition, and recommendation by the teacher. (The completion of Chorus I and II does not automatically mean placement into Honors Chorus III. Honors Chorus is only for the most exceptional students, as recommended by their teacher. Under certain circumstances,

students who meet the requirements of Honors Chorus III may skip Chorus I or II if they demonstrate exceptional ability and dedication, as recommended by the teacher. Junior - Senior Level Course.)

**AP Music Theory:** This rigorous course expands on the skills learned in the Music Theory Fundamentals course. Musical composition, sequencing, and use of MIDI digital formats are some of the many applications employed to further student understanding of music theory. This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students are prepared to take the AP Music Theory Exam when they have completed the course. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges' AP policies.

**Prerequisites:** One year of a high school level music class

**Dance I:** The purpose of this course is to provide students with knowledge and skills in styles of Ballet through acquisition of technique, choreographic process, aesthetic awareness, and performance quality.

**Prerequisites:** (Sophomore - Senior Level Course)

**Dance II:** The purpose of this course is to extend the acquisition of knowledge and the development of Ballet technique. Acquisition of technique and choreography skills should be stressed.

**Prerequisites:** (Sophomore - Senior Level Course)

**Dance III:** The purpose of this course is to enable students to acquire knowledge of choreography and refine performing skills in various dance techniques (modern, jazz, tap, and ethnic genres).

**Prerequisites:** (Sophomore - Senior Level Course)

**Dance IV:** The purpose of this course is to enable students to further develop advanced knowledge and skills in varied dance styles through acquisition and improvement of technique, choreographic process, aesthetic elements, performance quality, and expressive range. Emphasis shall be placed on staging techniques through independent work in solo and group choreography, culminating in a final performance project.

**Prerequisites:** (Sophomore - Senior Level Course)

**Honors Dance III:** Honors Dance III focuses on performance and dance technique in ballet and modern. Students learn how to express themselves using appropriate dance terminology and by referencing dance history. Students will develop self-discipline, team work, and their artistic voice through group movement studies and practice of technique. Students will create movement vocabulary and set choreography on a soloist, in a duet, and a larger group, as well be able to critique their work and the work of others. Students are expected to strive toward a higher proficiency and will continue to be showcased in multiple performance opportunities throughout the year.

**Prerequisites:** Completion of Dance II and submission of a two minute solo piece for adjudication in August.

**Honors Dance IV:** Students are exposed to a wide variety of styles and are expected to strive for technical expertise that will continue to be showcased in multiple performance opportunities throughout the year. Students are also expected to create, learn and polish a large repertoire of material which includes student choreography set on groups of dancers rather than a soloist or a duet. Students will explore production elements such as costume design, music choice, and lighting. Students will also be responsible for designing and implementing classes to be taught throughout the year.

**Prerequisites:** Completion of Honors Dance III and submission of two, two minute solo pieces on video for adjudication in August.

## The English Department

**Honors English I:** Honors English I will survey a wide selection of literary works from world literature from the Ancient era through the Renaissance. The course will align closely with the ninth-grade world history class so that students have an opportunity to truly integrate their study of literature within the broader context of historical and cultural studies. Great emphasis will be placed on cultivating an appreciation and enjoyment of great literature in addition to training students to read literary texts critically and analytically. The course will also seek to develop and hone students' writing skills through a wide range of writing styles, including the argumentative essay, the narrative essay, different forms of poetry, and other genres. Students will also receive instruction and practice in public speaking through recitation of poems and short presentations of alternative assessments. Per the mandate of the school's charter, all of the work done in the Honors English I class will strive to engage students at the logic stage of learning and begin to prepare students for the rhetorical stage.

**Prerequisites:** None

**Honors English II:** This English course is designed to familiarize students with the process of close literary analysis through the texts of European literature. Students will be able to understand and discuss major works of European literature in preparation for required college English courses. Students will gain experience in writing through in-class essays requiring the development and defense of theses and through the long research paper project, taught in conjunction with our research expert/librarian. The thematic focus will include questions of human nature and purpose asked across the literary spread of time and place: Why do we study literature? What role does it play as we seek to become better citizens and humans? What truth claims are these writers making about the human experience and are they valid?

**Prerequisites:** Honors English I

**Honors English III (American Literature):** English III is a survey course of American writing from Colonization to the modern period. During this course, students will examine historical documents, read both short stories and novels and learn about what qualities make writing uniquely American. Students will read at least three novels, including *The Great Gatsby* and *Fahrenheit 451*. In addition to the readings, students will concentrate on enhancing their writing skills in all forms of writing. During the course of the year, students should plan to write a lot (an essay a week or so), in addition to in-class, informal writing. Students will work on grammar, mechanics and usage so that they can convey their thoughts as best as they can.

**Prerequisite:** Honors English II

**AP Language and Composition:** The AP English Language and Composition course is designed to give students the opportunity to become better readers and better writers. In this course, students should plan to read a lot and write a lot, which will make them better in both areas by the end of the year. The workload is heavy, but it's worthwhile. Focusing mostly on non-fiction writing, the class will read many essays, both modern and classic, analyzing the details that make them effective pieces of rhetoric. In addition to reading and studying a variety authors and non-fiction genres, students will hone their writing skills by taking multiple pieces through the writing process of creation and revision. During each trimester they'll focus on a particular kind of writing (rhetorical, argument and synthesis),

writing weekly essays to practice each. Students will also complete a series of timed writings throughout the year, requiring them to compose and revise under the constraints of a time limit. The majority of these prompts will be taken from available AP Language and Composition exams. In addition to formal writing assignments, students will respond to course readings and discussions by informal journal writings and quick responses on a weekly basis. The course culminates with the national AP English Language and Composition exam, which can earn qualifying students college course credit. Finally, as the North Carolina State Board of Education classifies English III as a course revolving around American Literature, this course uses primarily American texts to fulfill this requirement. In addition to reading historical documents and short fiction, students will read at least three novels during the year, including *The Great Gatsby* and *Fahrenheit 451*.

**Prerequisite:** Honors English II and Approval of Application by Instructor

**Honors English IV:** This English course, required for graduation, is designed to engage students in analytical reading of and writing about literature, with the depth, rigor, and sophistication of thought and expression necessary to prepare students for college-level freshman English courses. The course's literary studies will be consistent with a survey of British literature. The study of British history will be integrated into the course, as appropriate, particularly the early history of the British Isles and the English people, from the Celts through 1066. The course's focus will be on texts of substantial literary merit that lend themselves particularly well to the ongoing process of broadening and deepening the student's thematic, cultural, artistic, and personal insights.

**Prerequisite:** Honors English III or AP Language and Composition

**AP Literature and Composition:** This Advanced Placement Literature and Composition course is designed to engage students in analytical reading of and writing about literature, with the depth, rigor, and sophistication of thought and expression inherent to college-level freshman English courses. In addition to fulfilling the curricular requirements set forth in the AP English Literature and Composition Course Description, this course also implements the state's English IV curriculum. Therefore, the course's literary studies will reflect a survey of British literature, concentrating on works of substantial literary merit that lend themselves particularly well to the ongoing process of broadening and deepening the thematic, cultural, and artistic insights that students will develop as they reflect thoughtfully on and express eloquently their analyses of the stylistic characteristics of, the layers of meaning within, and the various connections among literary works.

**Prerequisites:** 1) A final average of 85 or above in AP Language and Composition, or a final average of 90 or above in Honors English III; 2) A recommendation from the Junior English teacher; 3) An Extra Summer Reading Assignment: Shakespeare's *King Lear*; and 4) An application.

### **English Electives:**

**TJCA Yearbook Class:** The Yearbook elective class is designed to teach the skills needed to produce the TJCA yearbook, which creates as complete of a record as possible of the entire school year. The course begins by planning the coverage for the school year and designing a unifying theme for the book. Students will spend a little time at the beginning of each class studying layout and design techniques, learning skills for writing and copy editing, and learning skills for composing headlines and picture captions. Then students will head into the hallways and to events to take the photos needed for a great yearbook.

**Prerequisites:** Permission to take the course is required. (Sophomore - Senior Level Course)

**TJ Talon Media Class:** The Media-Newspaper elective offers students the opportunity to write a variety of news, feature, sports and opinion pieces for the student-run, online media site, the TJ Talon. Students in this elective will spend the initial weeks of the class learning how to write for media, then apply those skills throughout the year as they cover the school's news. Students are responsible for the planning, written content and photography for *The Talon*.

**Prerequisite:** Permission to take the course is required. (Sophomore - Senior Level Course)

**An Introduction to Poetry:** The focuses of this course will be reading poetry of various styles, from a variety of time periods; writing about poetry; *and writing our own poetry*. Our studies will be guided by *The Norton Introduction to Poetry*.

**Prerequisite:** Honors English I (Sophomore - Senior Level Course)

**Shakespeare Elective:** Students will read several of Shakespeare's works throughout the year and discuss his notions of tragedy and comedy and wise living. Class will involve reading the texts together and discussing Shakespeare's truth claims and use of language, thus gaining experience understanding and evaluating the greatest writer in the English language (who undoubtedly will be read in college level English courses).

**Prerequisites:** Honors English I (Sophomore - Senior Level Course)

## The History Department

**Honors World History:** Honors World History is designed to give students a baseline knowledge of the different world civilizations and important events that they will encounter throughout the rest of their academic careers. This course begins with the earliest humans and runs all the way through the modern period, but has a special focus on the ancient and classical civilizations that create the cultural heartbeat of the major world regions. In addition to content, this class focuses on teaching a wide variety of academic skills related to the discipline of history, including writing, reasoning, reading, and interaction skills.

**Prerequisites:** None

**Honors European History:** Honors European History is a broad overview of the major historical developments and trends in Europe from the Renaissance to the early 21st century. In particular, the course will focus on religious movements, the arts, economics, ideologies, intellectual movements and the rise of nation states in Europe. The course will also put European history into the larger context of world history by comparing and contrasting Europe's development with the evolution of societies in Asia and Africa.

**Prerequisites:** Sophomore-Level Course

**AP European History:** The Advanced Placement European History course is designed to give students an overview of European history from the late Middle Ages to the modern day. In particular, the course will focus on Europe's social, political, and intellectual development from the Renaissance to the early 21st century. By the end of the year, students are expected to be able to analyze sources, evaluate evidence, make historical arguments, and know the major themes, events, and chronology of European history over the past five hundred years. Students who read the text, complete all assignments, study for exams, and pay attention in class will do well in this course and should be prepared for the AP exam.

**Prerequisites:** Honors World History. Application required.

**Honors United States History:** The course of American History is one of great adventure and hope. This course will cover United States history from the Pre-Columbus years to the present day. This course will teach students the basics of United States historical knowledge, as well as how to read historical documents, understand historical argumentation, interpret historical evidence including primary and secondary sources, and how to use maps and graphs. Students will also complete a research paper that builds upon their prior knowledge and encourages them to delve into the mysteries of the Colonial past. This course will also help US History students prepare to take introductory level history courses at the university level upon graduation from Thomas Jefferson Classical Academy.

**Prerequisites:** Junior Level Course

**AP United States History:** The course of American History is one of great adventure and hope. This course will cover United States history from the Pre-Columbus years to the present day. In addition, the course deals extensively with learning how to read historical documents, learning how to understand historical argumentation, learning how to interpret historical evidence including primary and secondary sources, and learning how to use maps and graphs. Students will practice Document Based Questions (DBQs) and Long Essay Questions (LEQs), as well as complete a research paper. The course

will also help AP US History students earn college credit by preparing them to pass the AP exam at the end of the year.

**Prerequisites:** Grade of 80 or higher in Honors European History or AP European History

**Honors Civics and Economics:** The purpose of studying Civics and Economics is so that the student will be able to learn the skills and knowledge that are necessary to become a better-rounded citizen. Students will be encouraged to think critically, to make decisions and to reason clearly. They will be expected to locate and use varied sources of information.

**Prerequisites:** Honors or AP US History

**AP Government and Politics:** AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior.

**Prerequisites:** Grade of 90 or higher in Honors American History or a grade of 85 or higher in AP United States History

### **History Electives:**

**AP World History:** AP World History is intended to teach the history of the world since 1200 AD at a collegiate level. Beginning in 2019 what was once a class that covered all of human history will instead focus on the most recent 800 years while maintaining the AP focus on deep exploration of major themes and development and display of historical thinking skills.

**Prerequisites:** Grade of 85 or higher in AP U.S. History; students with previous AP history or AP human geography classes will be given first preference

**AP Human Geography:** AP Human Geography is a year-long course that focuses on the distribution, processes, and effects of human populations on the earth. Unit topics that will be covered include population, migration, culture, language, religion, gender, ethnicity, political geography, economic development, industry, agriculture, and urbanization. The purpose of this course is for students to gain an understanding of the concepts, themes, skills, and perspectives of the academic discipline of Human Geography while developing higher order thinking, writing, and participation skills.

**Prerequisites:** For Rising Sophomores: Grade of 90 or higher in Honors World; For Rising Juniors: Grade of 90 or higher in Honors European History or Grade of 85 or higher in AP European; For Rising Seniors: Grade of 90 or higher in Honors U.S. History or a grade of 85 or higher in AP United States History

**Modern History:** The Modern History: Since 1945 elective is a survey of the major events, trends, and conflicts from the end of the Second World War to the present. In particular, we will focus on the Arab-Israeli conflict, the Vietnam War, the Cold War and collapse of communism in Eastern Europe, decolonization in Africa and Asia, the rise of China, the evolution of European economic and political integration, the impact of migration, and the ongoing struggles over religious extremism. The course will be taught as a seminar, so students are expected to be active participants in discussion.

**Prerequisites:** None

**Honors Medieval History:** The Honors Medieval History covers a massive swath of European history that ranges roughly from about 300 AD – 1603 AD. This time period covers what is commonly known as the Medieval Period and students will study it through three distinct eras. The first era ranges from about 300 AD to 1000 AD, known as the Dark Ages or, to put it better, the Early Middle Ages. The second time frame covers roughly 1000 AD to 1300 AD, known as the High Middle Ages. The third time period covers roughly 1300 AD to the death of Queen Elizabeth I in 1603 AD. That’s a lot to cover, but students will certainly have a lot of fun discussing the fall of Rome, barbarian invasions, the rise of Charlemagne and the Muslim challenge, King Alfred the Great and his reforms in England, William the Conqueror and the Norman Invasion at the Battle of Hastings in 1066 AD, and the Crusades.

**Prerequisites:** None (Sophomore - Senior Level Course)

**AP Comparative Government and Politics:** The course of Comparative Government and Politics covers the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. This course is designed to be equivalent to a one semester introductory college course and may provide college credit by passing the AP exam at the end of the year.

**Prerequisites:** (Grade of 85 or higher in previous history course; Junior - Senior Level Course)

**Current Events:** In this elective class students will follow current events and discuss public policy challenges as well as political, cultural and economic trends in selected countries and regions around the world. Students are introduced to aspects of critical analysis by learning how to fact-check news sources. This class will explore topics such as comparative electoral systems, executive-legislative relations, immigration and democratization. The class is discussion driven and students will learn how to debate in a modified parliamentary style. Occasionally students will discuss current events with students from our partner school in Germany using Skype or a similar web chat program.

**Prerequisites:** (Junior - Senior Level Course)

## The Math Department

**Math I:** Math I is the first of the required courses for graduation. In this course, students will build upon their foundational math skills learned in middle school, focusing on major concepts including Linear Functions, Polynomial Operations and Factoring, Quadratic Functions, Exponential Functions, Coordinate Geometry, and Statistics. An End-of-Course exam must be taken at the end of Math I.

**Prerequisites:** Eighth Grade Math OR Spring Math MAP  $\geq 240$  with teacher recommendation

**Honors Math II:** Math II is a course required for graduation which builds on student's previous knowledge from Math I and prepares them for Math III. We will be covering a variety of mathematical concepts, including Algebra, Geometry, and Statistics/Probability.

**Prerequisites:** Math I. This course may be taken concurrently with Math III.

**Honors Math III:** Math III is a course required for graduation which builds on students' previous knowledge from Math I and Math II and prepares them for Precalculus. The course will focus primarily on Algebra concepts. Coming into Math III students should have solid knowledge of function notation, linear functions, quadratic functions and exponential functions. Students should also have strong factoring skills and understand roots/zeros. Algebra concepts include the following functions: Polynomial, Square Root, Exponential, Logarithm, Rational, Piecewise and Trigonometric. The course will also cover geometry and trigonometry concepts. These concepts include circles, polygons, quadrilaterals and triangles. It will be helpful for students to already have an understanding of the Pythagorean Theorem, SOHCAHTOA and Special Right Triangles. There is a small unit of Statistics that analyzes sampling, so students should already understand measures of central tendency, regression, statistical graphs and probability. The final exam is the NC Math III EOC.

**Prerequisite:** Math II. This course may be taken concurrently with Precalculus.

**Honors Precalculus:** Precalculus is a required course with a combination of algebra concepts, trigonometry, statistics, and logic. Topics include equations, inequalities, mathematical modeling, functions and their graphs, polynomial functions, rational functions and conics, exponential and logarithmic functions, trigonometry, analytic trigonometry, systems of equations and inequalities, matrices and determinants, sequences, series, and probability. There is currently no required state exam for this course, but the instructor may choose to administer a final exam for the course.

**Prerequisite:** Math III

### Math Electives:

**Honors Statistics:** Honors Statistics is a mathematics elective course that can be chosen to fulfill a requirement for graduation. This course is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this course will provide students with a solid foundation in probability and will facilitate in processing statistical information.

**Prerequisite:** Math III

**Honors Calculus:** Honors Calculus is for students who have successfully completed Precalculus and want an additional rigorous, applicable, non-AP mathematics course. Much like AP Calculus AB, this

course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed in multiple ways: geometrically, numerically, analytically, and graphically. It also requires synthesis and application of algebra, geometry, and trigonometry concepts learned throughout high school.

**Prerequisites:** A or B average in Precalculus

**Honors Applied Mathematics:** Applied Mathematics is a project-based course taught after successful completion of Precalculus. Students learn to think critically and apply mathematics they have learned through projects which may include, but are not limited to, the following topics: astronomy, meteorology, kinematics, cryptography, origami, hydrodynamics, “green” energy, fractals, probability, optics, volcanology, thermodynamics, and architecture.

**Prerequisite:** Precalculus

**AP Calculus AB:** AP Calculus AB is an in-depth study of functions, graphs, limits, derivatives, integrals, and related applications taught on a college level. Focus is placed on numerical, graphical, analytical, and verbal analysis of concepts. Appropriate emphasis is also placed on using a graphing calculator as an aid to solve and analyze various types of problems. Students successfully completing this course will be prepared to take the AP Calculus AB Exam, for which a score of 3, 4, or 5 (at most universities) will yield college credit for Calculus I.

**Prerequisites:** Precalculus; teacher recommendation; application.

**Recommended:** B average or higher in Precalculus and PSAT Math  $\geq 600$

**AP Calculus BC:** AP Calculus BC is usually taught as a continuation of AP Calculus AB (but can be taken without AP Calculus AB) and includes additional topics in integrating techniques, sequences, series, non-rectangular coordinate systems, and vectors. Focus is placed on numerical, graphical, analytical, and verbal analysis of concepts, with continued emphasis on using a graphing calculator as an aid in solving problems. Students successfully completing this course are prepared to take the AP Calculus BC Exam, for which a score of 3, 4, or 5 (at most universities) will yield college credit for Calculus I and II.

**Prerequisites:** AP Calculus AB OR A average in Precalculus; teacher recommendation; application.

**Recommended:** PSAT Math  $\geq 650$

**AP Statistics:** AP Statistics is a college-level course that introduces students to the major concepts for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and test hypotheses. Students will use graphing calculators with statistical functions (the TI-83 plus is preferred), and will learn how to interpret output from statistical software. Students successfully completing this course will be prepared to take the AP Statistics Exam, for which a score of 3, 4, or 5 (at most universities) will yield college credit for Introductory Statistics.

**Prerequisites:** Math III; teacher recommendation; application.

**Recommended:** PSAT  $\geq 1200$

## The Science Department

**Honors Biology:** This course will introduce students to principles and concepts in biology including ecology, biochemistry, cellular biology, genetics, botany, zoology, and other related topics. Any laboratory investigations will be designed to supplement and enhance the classroom lecture. Technology will be incorporated through the use of the internet. The student will be expected to gain a better understanding of their natural world and be able to demonstrate understanding of life on a cellular level.

**Prerequisites:** None

**Chemistry:** This course is designed as an introduction to basic chemical concepts such as atomic structure, chemical bonding, chemical nomenclature, stoichiometry, and lab techniques with a focus on data collection. Basic principles of thermodynamics, kinetics, solutions, gases, acids and bases, and redox reactions are also covered within this course. This course follows the NC Essential Standards for Chemistry.

**Prerequisites:** Grade of 85 or higher in Honors Biology

**Honors Chemistry:** This course is designed as an introduction to basic chemical concepts such as atomic structure, chemical bonding, chemical nomenclature, stoichiometry, lab techniques and safety, scientific calculations with data collection, and lab reports. Basic principles of thermodynamics, kinetics, solutions, gases, acids and bases, and redox reactions are also covered within this course. This course follows the NC Essential Standards for Chemistry.

**Prerequisites:** Grade of 85 or higher in both Honors Biology and Math II

**Honors Environmental Science:** Honors Environmental Science is the study of the health of our planet and our impacts on it. Topics include sustainability, "save the planet," and "human impacts on Earth systems." Honors students will be responsible for multiple-choice question assignments, worksheets, data analysis assignments, and online lab assignments similar to or identical to APES if the level of questions is appropriate. Honors students will not be responsible for free-response/essay assignments. Honors students will do the same labs as APES, but will not be required to submit as in-depth lab reports.

**Prerequisites:** Sophomore-Senior Level Course

### **Science Electives:**

**Honors Astronomy:** Honors Astronomy is designed to give a broad overview of the subject of astronomy. In this course, students will begin with what is observable by the naked eye, and using this data as a starting point, consider the main theories from ancient to modern times regarding the nature of the Heavens (the observable Universe) and the patterns and cycles evident in the movement of the Heavens (Sun, Moon, Planets, Stars, etc.). This overview will take students from the ancient belief in a geocentric universe to the current heliocentric view of the solar system and to modern cosmology. Along the way students will see the evolution of astronomy, one of the oldest human sciences and one of the four subjects of the quadrivium, into its modern form, "A science dealing with the origin, evolution, composition, distance, and motion of all bodies and scattered matter in the universe."

**Prerequisites:** None (Junior-Senior Level Course)

**Honors Anatomy and Physiology:** This course will introduce students to principles and concepts of anatomy and physiology. Students will explore in depth the organ systems of the human body and their relationship among one another.

**Prerequisites:** Biology and Chemistry

**AP Environmental Science (APES):** APES is a great starter class for learning about managing an AP science course and receives full AP weighting. The curriculum is centered around learning about the ecosystems and environment of our planet and how to maintain them. Sustainable living, agriculture and conservation are primary topics. The content is not difficult but there is a fair amount of information to process and remember as well as data analysis math problems.

**Prerequisites:** Grade of 85 or higher in Honors Biology; application required.

**AP Biology with Lab:** AP Biology is a college level class following Campbell's *Biology*. Topics involve molecular and microbiology with a complement of ecology, genetics, evolution, and cell biology. Human anatomy and physiology is also covered as it applies to the previously mentioned topics. Much of the material is somewhat abstract and involves learning advanced terminology. Memorization is necessary to understand complex systems and processes. Topics often include multiple similar processes that must be understood and distinguished from their counterparts, then applied to greater mechanisms. Students who have a strong ability to memorize terminology and to understand complex abstract processes will excel. Mathematics are limited to mostly simple calculations.

**Prerequisites** for AP Biology: A or B in Honors Biology and Honors Chemistry; application required.

**AP Chemistry with Lab:** AP Chemistry is designed to be a college level course on general chemistry. This course expands on topics learned in general chemistry/Honors Chemistry and focuses more on intensive laboratory activities. Some laboratory activities are “inquiry-based” labs which allow students to design and use their own procedure to solve a problem. Students are expected to study independently outside of class and take a more active role in their learning as seen in a college course. The curriculum is framed around the six Big Ideas of Chemistry, which encompass the chemical concepts addressed in this course.

**Prerequisites:** Honors Chemistry with a grade of 90 or higher; PSAT Score of 600 on Both the Math and EBRW Tests

**Honors Physics:** Honors Physics is a survey course of the main topics covered in the first two semesters of a college-level physics course. The curriculum covers mechanics, electromagnetism, thermodynamics, and light/optics. The course is algebra-based with an emphasis on both quantitative and qualitative problem-solving. Because of the difficulty and breadth of content covered, students are expected to put forth the requisite effort to engage with the content. Substantial class time is devoted to experiments in which students apply physical concepts to real-life systems.

**Prerequisites:** Precalculus

**AP Physics I:** AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic

motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

**Prerequisites:** Grade of 85 or Higher in Math III

**AP Physics C: Mechanics with Lab:** AP Physics C: Mechanics is an in-depth course designed to be equivalent to the first semester of college-level physics focusing on mechanics (how and why things move, mostly). In line with expectations for college level sciences, students are expected to put forth the necessary effort to reach functional understanding of the concepts as pure memorization will not take students very far in the course. Students can expect to leave the course with a strong theoretical and applicative understanding of mechanics as well as honed problem solving skills.

**Prerequisites:** AP Calculus AB; application required.

**Pre-Veterinary Science:** This course examines basic principles of veterinary science, including breeds, biology, veterinary tools, parasitology and basic clinical exam techniques for large animals. The purpose of this course is to provide students with an introduction to the basic principles of veterinary science. This requires students to understand the biology of both large and small breeds of animals, as well as specifics related to the area of veterinary medicine. Students enrolled in this course will also be enrolled in internet classes through Isothermal Community College to earn college credit. Upon completion of this course, students will receive a certificate from Isothermal Community College in Equine Evaluation.

**Prerequisites:** (Junior - Senior Level Course; Open to Sophomores who Meet ICC Enrollment Requirements)

**STEM:** This course aims to develop and hone critical reasoning skills; provide opportunities to explore physical phenomena through hands-on demonstrations, experiments, and investigations; and introduce students to investigative thinking, good practices of scientific experimentation, and evidence-based techniques for learning. This course meets the physical science graduation requirement.

**Prerequisites:** None (Freshmen - Sophomore Level Course)

## The World Languages Department

**Spanish I:** Spanish I students actively engage in a wide variety of listening, speaking, reading, and writing activities. Topics focus on functional vocabulary related to everyday life such as greetings, food, family, and travel. Grammar is integrated with a variety of learning styles in mind. Short readings help the learners to better understand and appreciate the culture, people, geographical locations, and histories of the Spanish speaking world. Students are expected to regularly study the assigned vocabulary words and independently keep up with workbook assignments. Student progress is assessed by chapter tests, vocabulary quizzes, projects, and class participation. Students who wish to be eligible for the InsideChile program have to be enrolled in a Spanish course.

**Prerequisites:** None

**Spanish II:** Spanish II builds upon the knowledge gained in Spanish 1. Listening, speaking, reading, and writing skills are reinforced with an emphasis on increasing communication proficiency and mastery of basic grammatical structures. Students are expected to regularly study the assigned vocabulary words and independently keep up with workbook assignments. Student progress is assessed by chapter tests, vocabulary quizzes, projects, and class participation. Students who wish to be eligible for the InsideChile program have to be enrolled in a Spanish course.

**Prerequisites:** Spanish I or Demonstrated Mastery

**Honors Spanish III and IV:** Students will continue to develop their oral and written communication skills by interacting with advanced grammar and vocabulary concepts. More authentic, creative use of the language will begin to replace structured, guided responses. Students will learn to communicate and express themselves effectively as they continue to learn about the daily aspects of life in the Spanish-speaking world. The class will be conducted almost exclusively in Spanish. Students are expected to regularly study the assigned vocabulary words and independently keep up with assignments. Student progress is assessed by chapter tests, vocabulary quizzes, projects, and class participation. Students who wish to be eligible for the InsideChile program have to be enrolled in a Spanish course.

**Prerequisites:** Spanish II or Demonstrated Mastery

**AP Spanish Language and Culture:** AP Spanish Language and Culture students will develop their conversational skills through interpersonal, interpretive, and presentational exercises. Students will gain a better understanding of the Spanish-speaking world through study of cultural products, practices, and perspectives. The course will be conducted exclusively in Spanish. AP Spanish is taught at the approximate level of a third semester college Spanish course. Students will take the AP Spanish Language and Culture exam upon completion of the course. Students who wish to be eligible for the InsideChile program have to be enrolled in a Spanish course.

**Prerequisites:** Spanish III/IV or Demonstrated Mastery; Summer Journal Homework

**French I:** French I students actively engage in a wide variety of listening, speaking, reading, and writing activities. Topics focus on functional vocabulary related to everyday life such as greetings, food, family, and travel. Grammar is integrated with a variety of learning styles in mind. Short readings help the learners to better understand and appreciate the culture, people, geographical locations, and histories of the French speaking world. Students are expected to regularly study the assigned

vocabulary words and independently keep up with workbook assignments. Student progress is assessed by chapter tests, vocabulary quizzes, projects, and class participation.

**Prerequisites:** None

**French II:** French II builds upon the knowledge gained in French I. Listening, speaking, reading, and writing skills are reinforced with an emphasis on increasing communication proficiency and mastery of basic grammatical structures. Students are expected to regularly study the assigned vocabulary words and independently keep up with workbook assignments. Student progress is assessed by chapter tests, vocabulary quizzes, projects, and class participation. This course is a NCVPS course.

**Prerequisites:** French I or Demonstrated Mastery

**Honors French III and IV:** Students will continue to develop their oral and written communication skills by interacting with advanced grammar and vocabulary concepts. More authentic, creative use of the language will begin to replace structured, guided responses. Students will learn to communicate and express themselves effectively as they continue to learn about the daily aspects of life in France and other areas of the French-speaking world. The class will be conducted almost exclusively in French. Students are expected to regularly study the assigned vocabulary words and independently keep up with assignments. Student progress is assessed by chapter tests, vocabulary quizzes, projects, and class participation.

**Prerequisites:** French II or Demonstrated Mastery

**AP French Language and Culture:** AP French students will develop their verbal and written communication skills through interpersonal, interpretive, and presentational exercises. Students will gain a better understanding of the French speaking world through study of cultural products, practices, and perspectives. The course will be conducted exclusively in French. AP French is taught at the approximate level of a third semester college French course. Students will take the AP French Language and Culture exam upon completion of the course.

**Prerequisites:** French III/IV or Demonstrated Mastery. Successful completion of summer journal homework.

**German I:** German I students will begin the study of German by practicing all four components of learning a modern foreign language: listening, speaking, reading and writing. Students will be immersed in German as much as possible and communicate primarily in the present tense. Topics include introducing one's self and others, numbers, days of the week, months and seasons, weather, school, clothing, colors, hobbies, daily routines, telling time, family and food. Students will be exposed to cultural practices in all German-speaking countries. German I is a prerequisite for participating in the exchange program with TJ's partner high school in Speyer, Germany. All students will have the opportunity to take the Level I National German Exam.

**Prerequisites:** None

**German II:** After a review of the grammar concepts and themes covered in German I, students will continue the study of German by practicing all four components of learning a modern foreign language: listening, speaking, reading and writing. Students will communicate at an advanced beginner level and converse in present tense as well as conversational past. Topics include vacation, asking for help, giving directions, public transportation, health, money, sports and electronics. Students will intensify their

study of cultural practices in all German speaking countries. Language immersion will increase. Students in German II are given priority in being selected for the exchange program with our partner high school in Speyer, Germany. All students will have the opportunity to take the Level II National German Exam.

**Prerequisites:** German I

**Honors German III and IV:** Students will communicate at an intermediate level with greater accuracy in interpersonal and presentational speaking, interpretive reading and listening as well as writing. Students will converse in present, conversational and narrative past as well as future tenses and use subjunctive mood to discuss hypothetical scenarios. Passive voice is introduced by reading and listening to various media. Students will develop the skill of circumlocution by describing or defining a concept instead of saying or writing the specific words. Students will learn increasingly sophisticated vocabulary in order to discuss a wide range of topics in more diverse contexts. Finally, students will deepen their understanding of the products, practices and perspectives of the German-speaking cultures. All students will have the opportunity to take the Level III and/or Level IV National German Exam.

**Prerequisites:** German II

**AP German Language and Culture:** AP German Language and Culture is a college preparatory course intended to be roughly equivalent both in content and in difficulty to a third-year college language course. The use of language for active communication will be emphasized. In order to best facilitate the study of language and culture, the course is taught in German. While the main focus will be the language and culture of the people of Germany, students will compare and contrast the language and culture of other German speaking countries. Students will be expected to become proficient in the four basic language skills. The Advanced Placement German Language & Culture test, which is given in the spring, is required of each student. Depending upon examination results, many colleges may award advanced standing or credit.

**Prerequisites:** Honors German III/IV

## Health & Physical Education

**Freshman Health & Physical Education:** Physical and Health Education focuses on setting students up for a healthy lifestyle through physical activity and healthy choices. Students will be introduced to a number of activities designed to increase their chances of remaining physically active throughout life. The course will also cover areas of health including but not limited to Nutrition, Mental Health, Environmental Health, and Injury Prevention/Safety.

**Prerequisites:** None

### Physical Education & Health Electives:

**Weights and Agility:** This class is open to both male and female athletes (grades 10-12) looking to work on building their strength and agility. The class will be open to both males and females; however, it can/will be designed in a way for them to work separately. The class can guide athletes on what they should focus on in order to obtain their individual health and fitness goals.

**Prerequisites:** Sophomore - Senior Level Course; A average in 9th Grade Physical Education; plays for a high school athletic team

**Football Weight Training:** This class is open to football players looking to work on building their strength and agility. The class can guide athletes on what they should focus on in order to obtain their individual health and fitness goals.

**Prerequisites:** Sophomore - Senior Level Course; A average in 9th Grade Physical Education; plays for a high school athletic team

**Physical Conditioning I:** The Physical Conditioning I course will give students the tools and resources needed to be physically fit and healthy for a lifetime. The variety of exercises and techniques used will allow students to experience many different ways to exercise, which will likely lead to them finding exercises they enjoy and want to continue performing after completing the course. By the end of the course, the students will be able to demonstrate a satisfactory level of knowledge, technique and competency in the following areas: jogging, core strength, stretching, pushups, Pilates, and jump rope workout.

**Prerequisites:** None (Sophomore - Senior Level Course)

**Physical Conditioning II:** The Physical Conditioning II course focuses on developing & improving health-related fitness, which includes muscular strength, muscular endurance, cardiovascular endurance, flexibility and improved body composition. The course will also cover skill-related fitness, which includes agility, balance, coordination, speed, reaction time and explosive power. Students will also learn how to create their own health and fitness plans that work towards specific health and fitness goals. By the end of the course the students will be able to demonstrate a satisfactory level of knowledge, technique and competency in the following areas: nutrition, calisthenics/body resistance exercises, running/ sprints, resistance bands, aerobics, stretching/Yoga, advanced Pilates.

**Prerequisites:** None (Junior - Senior Level Course)

## Other Electives

**Introductory Computer Science:** Similar to AP Computer Science Principles, but intended for freshman as a continuation of coding classes taken in junior high, this course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and computing impacts. Students completing this course will have a better understanding of how computers and programming are an integral part of our society and will be better prepared to take subsequent courses in computer science.

**Prerequisite:** Concurrent (or after) Math I

**AP Computer Science Principles:** AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students successfully completing this course will be prepared to take the AP CSP Exam, for which a score of 3, 4, or 5 (at many universities) will yield college credit for an introductory computing course.

**Prerequisites:** Math I; teacher recommendation.

**Recommended:** PSAT  $\geq$  1000

**AP Computer Science A:** AP Computer Science A introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Students successfully completing this course will be prepared to take the AP CSA Exam, for which a score of 3, 4, or 5 (at many universities) will yield college credit for an introductory Computer Science I course.

**Prerequisites:** Math II; teacher recommendation; Junior-Senior level course

**Recommended:** PSAT  $\geq$  1100

**Chess Elective:** The purpose of this course is to learn how to play chess: the movements of the pieces and strategies and principles of winning. Through one-on-one tutoring and games with peers, students will become experienced at the game of chess.

**Prerequisites:** None

# Career & College Promise

## Enrichment Courses

NC high school students have the opportunity to earn college credit at no tuition cost (textbooks are not supplied) through Career and College Promise at NC Community Colleges. Programs formerly known as Huskins, Dual Enrollment, and Learn and Earn Online are now replaced by Career and College Promise (CCP). The CCP partnership between Isothermal CC, Cleveland CC, and other community colleges in NC and North Carolina high schools offer students a clear, focused, and tuition-free path to future success. CCP offers structured opportunities for qualified high school students to pursue a pathway that leads to a certificate, diploma, or degree. Students must meet GPA requirements and test score benchmarks, as set by the North Carolina Community College System, to be eligible to take these courses.

NOTE – TJCA will NOT accept these courses to replace TJCA high school graduation requirements nor will TJ accept credit for courses that are offered at the AP level at our school. Students may take these courses for elective credit in high school and/or to begin their college transcript.

The courses listed below will be available for eligible TJ juniors and seniors who meet the CCP requirements/benchmarks to take during the normal instructional day for the 2019-2020 school year. Students may also take other courses independently online or in the evening at the ICC/CCC campuses.

**Microeconomics (ECO 251):** This course introduces economic analysis of individuals, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in social/behavioral sciences.

**Macroeconomics (ECO 252):** This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in social/behavioral sciences.

**Music Appreciation (MUS 110):** This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved for transfer under the

Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in humanities/fine arts.

**Art Appreciation (ART 111):** This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in humanities/fine arts.

**General Psychology (PSY 150):** This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in social/behavioral sciences.

**Introduction to Sociology (SOC 210):** This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in social/behavioral sciences.

**Introduction to Business (BUS 110):** This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

**Business Law (BUS 115):** This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

For More Information on CCP Courses:

[Isothermal Community College CCP Information](#)

[Cleveland Community College CCP Information](#)

# **Transfer Students & TJCA Graduation Requirements**

Students who transfer into Thomas Jefferson as either juniors or seniors may qualify to have the following school-specific graduation requirements waived: art history and the third year of a foreign language. The core classical curriculum courses of Latin, Logic, and Rhetoric will not be waived under any circumstances.

# North Carolina Virtual Public School

Thomas Jefferson allows students to take AP courses as independent study via NCVPS (North Carolina Virtual Public School), for AP courses that TJ does not currently offer. Currently, those courses are AP Psychology (grades 11-12) and AP Art History (for 12th graders only, after they have completed Art History here). Students must complete an application and online learning agreement.

**AP Art History** - The AP Art History course emphasizes a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures and the relationships among these works, students develop an understanding of global artistic traditions. Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. The interpretation of the work of art is based upon its intended use, audience, and the role of the artist and the work of art in its particular society. Students will expand their knowledge of history, geography, politics, religion, languages, and literature, as they explore the story of people as told through the art they created. Available to seniors only who have completed the TJCA Art History course.

**Prerequisite:** TJCA Art History course, final average 90 or higher; teacher recommendation

**AP Psychology** - The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and 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 the ethics and methods psychologists use in their science and practice. Available to juniors and seniors.

**Prerequisite:** 90 average or higher in last English and Social Studies courses; teacher recommendation

# Grading Scale

## GPA Scale (Unweighted)

<b>A: 95-100 = 4.5</b>	<b>C: 77 = 2.7</b>
<b>A: 94 = 4.4</b>	<b>C: 76 = 2.6</b>
<b>A: 93 = 4.3</b>	<b>C: 75 = 2.5</b>
<b>A: 92 = 4.2</b>	<b>C: 74 = 2.4</b>
<b>A: 91 = 4.1</b>	<b>C: 73 = 2.3</b>
<b>A: 90 = 4.0</b>	<b>C: 72 = 2.2</b>
<b>B: 89 = 3.9</b>	<b>C: 71 = 2.1</b>
<b>B: 88 = 3.8</b>	<b>C: 70 = 2.0</b>
<b>B: 87 = 3.7</b>	<b>D: 69 = 1.9</b>
<b>B: 86 = 3.6</b>	<b>D: 68 = 1.8</b>
<b>B: 85 = 3.5</b>	<b>D: 67 = 1.7</b>
<b>B: 84 = 3.4</b>	<b>D: 66 = 1.6</b>
<b>B: 83 = 3.3</b>	<b>D: 65 = 1.5</b>
<b>B: 82 = 3.2</b>	<b>D: 64 = 1.4</b>
<b>B: 81 = 3.1</b>	<b>D: 63 = 1.3</b>
<b>B: 80 = 3.0</b>	<b>D: 62 = 1.2</b>
<b>C: 79 = 2.9</b>	<b>D: 61 = 1.1</b>
<b>C: 78 = 2.8</b>	<b>D: 60 = 1.0</b>
<b>F: 0-59 No GPA Points Awarded</b>	

**Honors Classes – Add 0.5 Point**

**AP Classes – Add 1 Point**